

Sutherland House School

Children and Young People

Safeguarding Protection Policy

This policy has been written in line with statutory guidance for schools in England – Keeping Children Safe in Education 2023 by the Designated Safeguarding Lead.

This policy will be reviewed by the Designated Safeguarding Lead in full on an annual basis and when required according to local/ national updates. The policy will be presented to the Governing Body for review annually.

The policy is part of an integrated suite of policies all aimed at ensuring the safety and wellbeing of our pupils. It applies to all pupils at Sutherland House School.

Policy written by:	Milly Murray	Assistant Head Teacher and Designated Safeguarding Lead
Policy ratified by:	Governing Body	
Policy date:	September 2023	
Policy review date:	September 2024	

Our Designated Safeguarding Team are:

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E-Safety Officer		
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Chair of Governors	George Smith Vice Chair interim	George.smith@aem.org.uk

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1. Statement of Intent

Sutherland House School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by: -

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the Governing Body, the Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know how to refer concerns to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL).
- Ensuring that any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

Sutherland House School is committed to being a safe school in which our pupils can learn, develop, and achieve the best outcomes. The safety and welfare of all pupils is our priority.

The aim of our policy is to provide clear procedures to ensure that all our pupils are safe and protected from harm. We will always work to:

- Protect our pupils from maltreatment.
- Prevent impairment of our pupils' health or development.
- Ensure that our pupils grow up in circumstances consistent with the provision of safe and effective care.
- Take action to enable all our pupils to have the best outcomes.
- Establish and maintain an environment where pupils feel secure, are encouraged to communicate, and are listened to.
- Establish a culture of openness and transparency where all staff, governors and volunteers demonstrate an understanding of their roles and responsibilities to safeguarding and promote the welfare of our pupils.
- Ensure that all pupils, regardless of age, gender, ability, culture, race, language, religion, or sexual identity have an equal right to protection.

Our policy applies to all pupils, staff, parents/ carers, governors, and volunteers. It applies to our pupils when they are attending extended school activities. Everyone has an equal responsibility to act on any suspicion that might suggest a pupil is at risk of harm.

2. Sutherland House School Ethos

At Sutherland House School we believe that the only way to effectively safeguard the wellbeing of our pupils is to put them at the centre of the school in which they feel safe and in which they can talk and be listened to.

Sutherland House School is a school for pupils on the autistic spectrum often with additional complex needs. We recognise that children and young people with disabilities are at a higher risk of experiencing abuse and our pupils are an extremely vulnerable group.

Autism is a spectrum condition, and all our pupils are individuals. However, our pupils have differences in the way that they understand communication and struggle to communicate their own emotions and needs. They have difficulties in understanding social relationships and may have a rigidity and inflexibility, which may extend into every aspect of their thinking, language, and behaviour. They may also have significant differences in the way that they process the information they receive through their senses.

All our staff should be alert to the indicators of abuse but must bear in mind that some of these indicators can also be traits of autism, such as avoiding eye-contact and being withdrawn. This makes it more difficult to identify abuse and careful exploration is required. It is important to identify any changes in behaviour and to explore what may lie behind this.

Every member of staff within Sutherland House will play their part in safeguarding our vulnerable pupils, including in working in partnership with parents, carers, and colleagues from other agencies.

Small class sizes mean that staff get to know pupils well, which enables them to recognise even the smallest change that may indicate abuse, identify concerns early and provide help for our pupils to prevent concerns escalating.

Throughout our whole curriculum we will provide activities that will develop communication skills, choice making, emotional well-being, life skills and advocacy play a large part in our curriculum, developing our pupil's ability to identify risks and keep themselves safe. We have an ethos which promotes a positive, supportive, and secure environment, which gives pupils a sense of being valued.

As a school we teach safeguarding as part of a broad and balanced curriculum. This includes Relationships and Sex Education and online safety.

We recognise that areas of particular risk for our pupils include:

- Physical intervention.
- Personal care.
- Intimate care.
- Changing for swimming and PE.

Staff should ensure they adhere to school policies relating to these areas.

There are 4 key categories of risk:

Content – being exposed to illegal, inappropriate, or harmful content.

Contact – being subjected to harmful online interaction with other users

Conduct – personal online behaviour that increases the likelihood of, or causes harm

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

3. Local Authority Safeguarding Links

Sutherland House School accepts pupils from the surrounding Local Authorities. Each authority has its own procedures for Child Protection and referrals, and it is important that we refer child protection concerns **to the local authority in which the pupil lives**.

When dealing with concerns that require the support of the Local Authority Designated Officer (LADO), we refer initially to Nottingham City for advice and support.

Local Authority	Name	Contact Details
Derby City	Safeguarding Children Board	01332 642351
Derbyshire	Safeguarding Children Board	01629 531933
Doncaster	Safeguarding Children Board	01302 737777 dscb@doncaster.gov.uk
Leicester City	Safeguarding Children Board	0116 454 1004 lcityscb@leicester.gov.uk
Leicestershire and Rutland	Safeguarding Children Board	Leicester - 0116 30500005 Rutland - 01572 758407
Lincolnshire	Safeguarding Children Board	01522 782111 lscp@lincolnshire.gov.uk
Nottingham City	Children and Families Direct	0115 876 4800
Nottinghamshire	MASH Team (Multi Agency Safeguarding Hub)	0300 500 80 90 mash.safeguarding@nottscc.gov.uk
Nottingham City Designated Officer contact	LADO	0115 8764749 Caroline Hose – Safeguarding Children in Education Officer Caroline.Hose@nottinghamcity.gov.uk

4. Definitions

The terms "children" and "child" refer to anyone under the age of 18.

For the purposes of this policy, "safeguarding and protecting the welfare of children" is defined as: -

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

For the purposes of this policy as is updated in the KCSIE 2023 'Victim' is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. At Sutherland House school our person-centred approach means it is important to use to use any term the child feels most comfortable with when managing an incident

'Alleged perpetrator(s)' and 'perpetrator(s)' are widely used and recognised terms, but at Sutherland House school the terminology used is always person centred to the child and words the child understands. Staff must be aware that in some cases, abusive behaviour can be harmful to the perpetrator too. At Sutherland House school staff decide what's appropriate and which terms to use on a case-by-case basis

Staff must be aware that part of the definition of abuse includes that harm can include ill treatment that isn't physical, as well as witnessing the ill treatment of others - for example, the impact of all forms of domestic abuse on children

5. Legal Framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.
- Voyeurism (Offences) Act 2019
- Equality Act 2003

- Part 1 of the schedule to the Non-maintained Special Schools (England) Regulations 2015, which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school.

Statutory Guidance

- HM Government (2014) 'multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2018) 'Data Protection Act' and General Data Protection Regulation' (GDPR)
- DfE (2021) 'Relationship's education, relationships, and sex education (RSE) and health education'
- DfE (July 2020) 'COVID-19: safeguarding in schools, colleges and other providers' DfE (2022) 'Keeping children safe in education'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried about a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE's 'Coronavirus (COVID-19): safeguarding in schools, colleges and other providers' guidance.
- DfE's Preventing and Tackling bullying
- DfE's Mental Health and Behaviour in Schools
- DfE's Promoting children and young people's emotional health and wellbeing
- DfE's Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.

Other relevant school policies include:

- Behaviour Policy.
- Attendance Policy.
- Allegations against Staff Policy.
- Relationships and Sex Education Policy.
- Data Protection Policy.

6. Roles and Responsibilities

The Governing Body

The Vice Chair of the Governing Body is George Smith who is acting up as chair until a Chair is appointed. The Governing Body is accountable for ensuring the effectiveness of this policy and for our compliance with it. Though the Governing Body shares the responsibility, we also have a named Governor, Richard Morton, who champions safeguarding.

The Governing Body will ensure that those safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices.

The Governing Body has a duty to ensure:

- That the school complies with its duties under the above child protection and safeguarding legislation.
- That the policies, procedures, and training opportunities in the school are always effective and comply with the law.
- An effective safeguarding policy is in place, that it is reviewed annually and that it is available via our school website.
- That the safeguarding policy is underpinned by a range of other effective policies to ensure the safety and welfare of our pupils.
- That the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children.'
- That the school's safeguarding arrangements consider the procedures and practices of Nottingham City as part of the inter-agency safeguarding procedures.
- That the local criteria for action and the local protocol for assessment and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- That staff members have due regard to relevant data protection principles which allow them to share personal information.

That the Chair of the Governing Body and or the head teacher liaises with Nottingham City LA and other LAs which send pupils to Sutherland House School on issues of child protection and in the event of allegations of abuse against the Headteacher or another governor.

- That there are effective safeguarding policies and procedures.
- That a member of staff from the SLT to the role of Designated Safeguarding Lead (DSL) as an explicit part of the role-holder's job description. This is Assistant Head Teacher Milly Murray.
- That there are at least two further Deputy Designated Safeguarding Leads (DDSLs) Ann Stewart and Suzannah Diamantis to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.

- That all relevant persons are aware of the school's local safeguarding arrangements, include the Governing Body itself, the SLT and the DSL, DDSLs. That pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Needs to be explicit.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- That staff members are appropriately trained to support pupils to be themselves at school, e.g., if they are LGBTQ+.
- That volunteers are appropriately supervised.
- That at least one person on any appointment panel has undertaken safer recruitment.
- That safer recruitment procedures are followed in accordance with the requirements of Keeping Children Safe in Education (September 2021).
- That there are procedures in place to handle allegations against members of staff or volunteers.
- That there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- That there are procedures in place, as well as policies pertaining to the behaviour of pupils and staff.
- That procedures are in place to eliminate unlawful discrimination, harassment, and victimisation, including those in relation to child-on-child abuse.
- That pupils' wishes, and feelings are considered when determining what action to take and what services to provide to protect individual pupils.
- That there are systems in place for pupils to express their views and give feedback. That there is an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a Designated Teacher to promote the educational achievement of Looked After Children (LAC) and ensure that this person has undergone appropriate training.
- That there are mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- That appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of their disappearance in future.
- That all members of the Governing Body have been subject to an enhanced DBS check.

- That there is a culture where staff are confident to challenge senior leaders over safeguarding concerns.
- All members of the Governing Body undertake Safeguarding and Child Protection training to ensure they have the knowledge and information needed to understand their responsibilities and perform their functions.
- That the Designated Safeguarding Team attend refresher training on a biennial basis as well as attending relevant and appropriate training and meetings linked to the role.
- That staff attend a yearly refresher training at the start of each school year as well as completing EDUCARE or The Key safeguarding modules models to support their knowledge about safeguarding.
- Provide challenge and a coordinated offer of support to ensure that Sutherland House is a safe school in which pupils can learn, develop, and achieve the best outcomes.

The Governing body and trustees should:

- Receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies and procedures are effective and support your school to deliver a robust whole school approach to safeguarding
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty (PSED) and the UK GDPR . Note that these duties haven't changed.
- Ensure the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
 - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.

Make sure:

- Your designated safeguarding lead (DSL) has the appropriate status and authority to carry out their job. Governing bodies need to give the DSL the additional time, funding, training, resources and support needed to carry out their role effectively
- Online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies/procedures (this has now been specified as a

- responsibility of governing bodies and proprietors)
- The DSL has lead authority for safeguarding including online safety and your school has appropriate filtering and monitoring systems in place and regularly review their effectiveness (paragraph 141)
- The leadership team and relevant staff are aware of and understand the filters and monitoring systems in place, manage them effectively and know how to escalate concerns (paragraph 141)
- Your school has procedures to manage **any** safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns), about staff members (including supply staff, volunteers and contractors).
- The child protection policy reflects that children with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers, including cognitive understanding (being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so)
- Seek assurance that where another body is providing services or activities, that they have appropriate safeguarding and child protection policies/procedures in place. This applies regardless of whether or not the children who attend these services/activities are children on the school roll/attend the college.

The Headteacher

The Headteacher of Sutherland House School is Ann Stewart.

The Headteacher has a duty to: -

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Ensure that staff, upon induction, with the Child Protection and Safeguarding Policy, Part One of the 'Keeping Children Safe in Education' (KCSIE) guidance, a staff information booklet which includes safeguarding information and the identity of the DSL and any deputies.
- All staff have access to and read this safeguarding policy as well as all policies that link to it.
- All staff have a copy of and have read the Working Together Statutory Safeguarding Guidance.
- Enough resources and time are allocated to enable the Designated Safeguarding Lead and her Deputies to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed

whistle-blowing policies.

- There is always cover for Milly Murray, DSL, when she is not in school

The School

The school has a responsibility to have a planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice, and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including controlling and coercive behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable.

The school has an appointed, trained teacher, Milly Murray, who takes the lead on promoting the educational achievement of looked-after and previously looked-after children. They will work with virtual school heads and the designated safeguarding team in order to do this effectively.

Designated Safeguarding Team

The Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Leads (DDSLs) are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns. The DSL takes the lead responsibility for child protection and wider safeguarding in the school, including online safety and understanding our filtering and monitoring processes on school devices and school networks to keep children safe online.

The Designated Safeguarding Lead at Sutherland House School is Milly Murray (Assistant Head Teacher). She is supported by three Designated Deputies:

- Ann Stewart (Head Teacher)
- Suzannah Diamantis (Deputy Head Teacher)
- Laura Conway (Senior Teacher)

The Designated Safeguarding Team have all received appropriate training for the role and work in accordance with Annex B of Keeping Children Safe in Education (September 2023). They will ensure they keep themselves up to date with changes to local and national safeguarding procedures.

The Designated Safeguarding Team will ensure that the responsibilities for child

protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged.

The deputies will assist the Designated Safeguarding Lead in all aspects of the role including dealing with referrals, attending Child Protection Conferences and supporting our pupils.

If you have any concerns about safeguarding, please discuss them with a member of the Safeguarding Team who are there to offer support, advice and expertise.

The Designated Safeguarding Lead (DSL) has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners.
- Make the necessary child protection referrals to appropriate agencies.
- Liaise with the Headteacher to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the DDSLs to ensure effective safeguarding outcomes.
- Act as a source of support, advice, and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care Services (CSCS) if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attends any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the school's safeguarding policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's safeguarding policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- The DSL and DDSLs will liaise with the three safeguarding partners and work with

other agencies in line with 'Working Together to Safeguard Children. NSPCC – When to call the police' should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do so.

- Be available during school hours to discuss any safeguarding concerns. Available may mean via phone or via Microsoft Teams or Zoom. If the DSL is unavailable, a DDSL will be available to discuss safeguarding concerns.
- Hold the details of the LA personal advisor and liaise with them as necessary.
- Ensure that the Safeguarding and Child Protection Policy is reviewed and updated on an annual basis.
- Make sure that all staff, students and volunteers are aware of this policy and the procedures they need to follow.
- Ensure that all staff, students and volunteers have received appropriate child protection information during induction and have access to Safeguarding and Child Protection Training.
- Make sure that staff receive a Safeguarding and Child Protection Induction Training within 6 weeks of joining Sutherland House School
- Make sure that all staff receive refresher training in Safeguarding and Child Protection at least on an annual basis. Staff also access training through online EDUCARE modules. Any other safeguarding initiatives will be addressed through staff meetings as they arise.
- Keep detailed and accurate written records, which are kept confidential and stored securely.
- Discuss the child protection/ safeguarding file of pupils leaving the school with the DSL at the new placement as soon as possible and ensure that the file is transferred separately to the main pupil file. This file should contain all welfare as well as child protection concerns.
- Have a systematic means of monitoring pupils known or thought to be at risk of harm.
- Provide information and reports to the Head Teacher, CEO of Autism East Midlands and the Safeguarding Governor as required.
- Have a good understanding of the filtering and monitoring systems and processes in place at our school.

The Designated Safeguarding Team will be proactive in identifying appropriate training courses to develop and enhance their knowledge. They will attend relevant refresher training courses for their role as a minimum every two years.

All Staff

All staff at Sutherland House School should be aware of systems within the school which support safeguarding, and these should be explained to them as part of staff induction. This should include the: -

- Child and Young Adults Safeguarding Policy.
- Behaviour Policy.
- Online safety requirements (including expectations and responsibilities in relation

- to filtering and monitoring)
- Safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and deputies).

All staff at Sutherland House School receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should be aware of their local early help process and understand their role in it.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role that they might be expected to play in such assessments.

All Sutherland House School staff should know what to do if a child or young adult tells them he/ she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child or young person.

All staff also have a responsibility to provide a safe environment in which pupils can learn by:

- Being aware of the signs of abuse and neglect so that they can identify cases of pupils who may need help and protection.
- Identifying pupils who may need extra help or who are suffering or are likely to suffer significant harm.
- Taking appropriate action, working with other services as needed.
- Attending appropriate safeguarding training, including regular refreshers.
- Being aware of the systems within school which support safeguarding, including the school's safeguarding policy, behaviour policy and the role of the DSL/ DDSL.
- Working within the Staff Code of Conduct and other school and Autism East Midlands policies.
- Take a proactive role in ensuring that Sutherland House School is a safe school.
- Maintaining an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the interests of the pupil.
- Sharing concerns promptly with a member of the Designated Safeguarding Team.
- Completing paperwork fully and accurately, including writing up telephone

calls, conversations in person and email contact and sharing these promptly with a member of the Designated Safeguarding Team.

- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a pupil.
- Be aware of and understand the procedure to follow if a pupil confides they are being abused or neglected.
- Support social workers in making decisions about individual pupils, in collaboration with the DSL.
- Challenge senior leaders over any safeguarding concerns, where necessary.

What staff should look out for:

All staff will be made aware of the local early help process and understand their role in it. The DSL leads when early help is appropriate. If appropriate the case will be kept under constant review and if the pupil's situation does not improve a referral will be considered. Early help means providing support as soon as a problem emerges.

Any pupil may benefit from early help, 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 to their Autism.
- Is a young carer.
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, or exploitation.
- Is at risk of being radicalised or exploited.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.
- Is misusing drugs or alcohol themselves.
- Has returned home to their family from care.
- Is a privately fostered child.

Staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment, and victimisation, including those in

relation to child-on-child abuse.

- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the pupil.

7. Multi-Agency Meeting

Sutherland House School recognises that it has a pivotal role to play in multi-agency safeguarding arrangements. The Governing Body will ensure that the school contributes to multi-agency working in line with statutory guidance 'Working together to Safeguard Children.'

The Designated Safeguarding Team is aware of, and will follow, the local safeguarding arrangements.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the Local Authority; an integrated care board 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. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children.

The Governing Body understands the local criteria for action and the local protocol for assessment and ensures they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners. Sutherland House School will work 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. The school will allow access for children's social care from the host Local Authority and, where appropriate, from a placing Local Authority, for that authority to conduct, or to consider whether to conduct, a Section 17 or a Section 47 assessment.

Staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

The school also recognises the importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

8. Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a pupil's needs, it is important for the Governing Body to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required. School staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of pupils, whether this is when problems are first emerging, or where a pupil is already known to the local authority social care. It is important that the Governing Body is aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Governing Body will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a pupil in a timely manner, but 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.
- For schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a pupil is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children, which includes a myth busting guide to information sharing
- At Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for

sharing information will be especially useful

- At the Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- In Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

Where pupils leave the school, the DSL will ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. This file will be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in a college, are aware as required. In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a pupil leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the pupil arrives.

9. Abuse and Neglect

All members of staff will be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

When identifying pupils at risk of potential harm, staff members will look out for several indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age.
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g., sexual knowledge.
- Use of explicit language.
- Fear of abandonment.
- Depression and low self-esteem.

All members of staff will be aware of the indicators of child-on-child abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

10. Types of Abuse

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 or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: 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.

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.

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 offline 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 (see paragraph 29).

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, for example, 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 caregivers); or ensure

access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

11. Female Genital Mutilation (FGM)

Though we have fewer girls than boys at Sutherland House School, our staff safeguarding training includes raising awareness of FGM. Staff are aware that it "comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons." (World Health Organisation- 2020). Staff have been made aware that it is illegal in the UK and a form of child abuse that has long-lasting harmful consequences.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police. Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action. **NB.** The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All school staff should be aware that a girl is at particular risk of FGM if the family come from a community that is known to practice FGM, especially if there are elderly females present. This practice is mainly concentrated in the Western, Eastern, and North-Eastern regions of Africa, in some countries the Middle East and Asia, as well as among migrants from these areas. (WHO 2020)

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians, and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin.
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Prolonged or repeated absences from school followed by withdrawal or depression.
- Reluctance to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

If staff have concerns, they should follow our safeguarding procedures and inform the school's DSL, or one of her Deputies, who will make a referral to the Social Care and police departments in the Local Authority in which the child lives. If a member of staff, during their work discovers that an act of FGM appears to have been

carried out on a girl under the age of 18, the member of staff must report this to the police.

If a woman has already undergone FGM and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g., for younger siblings, extended family members and a referral made to Social Care or the Police.

12. Forced Marriage

A 'forced' marriage (as distinct from a consensual 'arranged' marriage) is defined as one conducted without the valid consent of at least one of the parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds. Forced marriages of children may involve non-consensual and/or underage sex, emotional and possibly physical abuse and should be regarded as a child protection issue and referred to Children's Social Care. Forced marriage is primarily, but not exclusively, an issue of abuse against girls and young women, however there is evidence to suggest that 15% of victims are male.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed, and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

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

Both CCE and CSE are forms of abuse both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child or young adult into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/ or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. Staff must be aware that extra-familial harms can

include sexual harassment and domestic abuse in their own intimate relationships (teenage relationships)

The abuse 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. Victims can be exploited even when activity appears consensual, and it should be noted that exploitation as well as being physical can be facilitated and/ or take place online.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/ or: -

- for the financial or other advantage of the perpetrator and/ or
- through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE: -

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity: -

- In exchange for something the victim needs or wants, and/or
- For the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur with technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through other copying or images they have created and posted on social media).

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

Referring cases

Where CCE or CSE, or the risk of, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Due to their autism, pupils at Sutherland House School have difficulties in understanding social relationships. This in turn increases their vulnerability to forms of abuse such as child sexual exploitation and hate/mate crime. Our curriculum and staffing ratios offer opportunities to develop communication and social understanding both on an individual basis and in small groups. A range of pupil voice opportunities, such as class meetings and student council, support our pupils in learning to be confident in talking about issues that are important to them.

14. Child-on-child Abuse

All staff need to be aware that children can abuse other children. This is often known as child-on-child abuse. This type of abuse can take place inside and outside of school. It can take place face-to-face and online and can occur simultaneously between the two. Our school has a zero-tolerance approach to sexual violence and harassment and we recognise that even where there are no reports, this does not mean that this kind of abuse isn't happening. Child-on-child abuse is most likely to include, but not limited to:

- Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate relationships between children ('teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiation a person into a group and may also include an online element.
- Sexual violence, such as rape, assault by penetration and sexual assault. Sexual

violence refers to the three following offences:

Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
Harmful sexual behaviours.

The term "harmful sexual behaviour" is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent, and the other is not) and where the child may have SEND.

- Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment includes:
 - Sexual comments. Sexual "jokes" and taunting.
 - Physical behaviour, such as deliberately brushing against another pupil.
 - Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion, and threats – online sexual harassment may be isolated or part of a wider pattern.
- Up skirting, which typically involves taking a picture under a person's clothing

without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

- Sexting (also known as youth produced sexual imagery).

As a school we have a zero tolerance culture towards prejudice based bullying.

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

15. A preventative education

In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues below.

This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by:

- The school behaviour policy
- A pastoral support system
- A planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

All staff are made aware that pupils of any age and sex can abuse their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff need to maintain an attitude of ‘it could happen at Sutherland House School’.

All staff are made aware that child-on-child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff are made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further. Girls are more likely to be the victims of sexual violence and sexual harassment and boys are more likely to be the perpetrator(s) as both individuals and/or groups can abuse peers either in school, outside of school or online.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Support available if a child has been harmed, is in immediate danger or at risk of harm

If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.

Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

Support available if a crime may have been committed

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.

Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is

under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

Support available if reports include online behaviour

Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.

Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Managing disclosures

Victims will always be taken seriously, reassured, supported, and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act immediately – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child.

Risk assessment

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk

assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy.

Taking action following a disclosure

The DSL or a deputy will decide the school's initial response, taking into consideration: -

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Managing the report

The decision of when to inform the alleged perpetrator of a report will be made on a

case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally.
- Providing early help.
- Referring to CSCS.
- Reporting to the police.

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions: -

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Managing internally

In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing early help

The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referral to CSCS

If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.

The school will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.

The DSL and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail conditions

Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

Managing delays in the criminal justice system

The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator, and other children. The associated risk assessment will be used to inform any decisions made.

The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will

set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

Ongoing support for the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim.
- The age and developmental stage of the victim.
- The needs and wishes of the victim.
- Whether the victim wishes to continue in their normal routine.
- The victim will not be made to feel ashamed about making a report.
- What a proportionate response looks like.

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open, and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

The school will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

When considering the support required for an alleged perpetrator, the school will

take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time.

The school will be clear whether action taken is disciplinary, supportive or both.

Shared classes

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator remains at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected, and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

The school will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

Pupils who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

It is likely that pupils will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

Consideration should be given to supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The school or college should be doing all they can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator(s) and a very high likelihood that friends from either side could harass the victim or alleged perpetrator(s) online and/or become victims of harassment themselves. Specialist online safety support is discussed at page 110.

School transport is a potentially vulnerable place for a victim or alleged perpetrator(s) following any incident or alleged incident. The school or college, as part of

its risk assessment, should consider any additional potential support needs to keep all of their children safe.

A whole school or college approach to safeguarding, a culture that makes clear that there is a **zero-tolerance** approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children at the school or college are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

It is important that schools and colleges keep their policies, processes, and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum. Alongside this, patterns identified in schools may also be reflective of the wider issues within a local area and it would be good practice to share emerging trends with safeguarding partners.

Discipline and the alleged perpetrator(s)

With regard to the alleged perpetrator(s), advice on [behaviour and discipline schools](#) is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. Exclusions statutory guidance for maintained schools, academies

and PRUs is [here](#). Disciplinary action can be taken whilst other investigations by the police and/or local authority children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This is a matter for the school and should be carefully considered on a case-by-case basis. The designated safeguarding lead (or a deputy) should take a leading role. The school should consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or local authority children's social care should help the school make a determination. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is considering the same facts.

Colleges

Whilst colleges are not under the same legal obligations as schools with regard to behaviour and discipline, the principles set out in paragraph 544 will still be relevant and should be applied to their decision-making process.

Discipline and support

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary. The school or college should be very clear as to what its approach is. On the one hand there is preventative or forward-looking action to safeguard the victim and/or the perpetrator(s), especially where there are concerns that a perpetrator themselves may have been a victim of abuse; and, on the other, there is disciplinary action to punish a perpetrator for their past conduct. The school or college should be very clear as to which category any action they are taking falls or whether it is really both and should ensure that the action complies with the law relating to each relevant category.

16. Homelessness

the DSL and DDSs will be aware of the contact details and referral routes to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt.
- Rent arrears.

- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because “they have to.”

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16 and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

17. County Lines Criminal Activity

For the purpose of this policy, “County lines criminal activity” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area.
- Unexplained acquisition of money, clothes, or mobile phones.
- Excessive receipt of texts or phone calls.
- Relationships with controlling or older individuals or groups.
- Leaving home without explanation.
- Evidence of physical injury or assault that cannot be explained.
- Carrying weapons.
- Sudden decline in school results.
- Becoming isolated from peers or social networks.
- Self-harm or significant changes in mental state.
- Parental reports of concern.

18. Serious Crime

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school.
- A change in friendships.
- New relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.

- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences.
- Substance abuse.
- Anti-social behaviour.
- Truancy.
- Peers involved in crime and/or anti-social behaviour.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL. Further advice can be found in the Home Offices 'Preventing youth violence and gang involvement' guidance and its 'Criminal exploitation of children and vulnerable adults, county lines advice.

19. Children Potentially at Greater Risk of Harm

Children who need a social worker (Child in Need and Child Protection plan)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the DSL will 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.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

Children requiring mental health support

Sutherland House School has an important part to play in supporting the mental health and wellbeing of the pupils who attend the school.

All staff need to 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 pupils' 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 pupils 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. This experience may not be the first time a child has experienced trauma and their ability to recall details or a timeline of the abuse.

If school staff have a mental health concern about a child that is also a safeguarding concern, the member of staff should speak to the DSL or a DDSL.

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing.

Looked after children and previously looked after children.

Our Designated Teacher for Looked After Children (LAC) is Milly Murray.

Sutherland House School will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are Children in Care, looked after by the Local Authority. Senior leaders of the school will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. School staff will also be provided with information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/ her.

The most common reason for children becoming looked after is as a result of abuse and/ or neglect.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

20. Pupils with Family Members in Prison

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of 'Are you a young person with a family member in prison' from Action for

Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

21. Pupils Required to Give Evidence in Court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

22. Contextual Safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors.

School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to CSCS.

23. Preventing Radicalisation

For the purpose of this policy, "radicalisation" refers to the process by which a person comes to support terrorism and extremist ideologies.

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

The school will actively assess the risk of pupils being drawn into terrorism.

Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.

With the support of our speech and language therapy team, all pupils at Sutherland House School are supported to develop their communication skills. This includes the use of signs, symbols, electronic devices, grids etc. Training in Equality and Diversity is provided to staff, and we address the fundamental British Values through our curriculum, including activities such as celebrating Diversity Day. We provide a safe environment for exploring and debating controversial issues that pupils may see

online and on television and support them in developing a balanced understanding of the issues.

Pupils are safe from terrorist and extremist materials when accessing the internet in school.

Keeping our young people safe from the risks of radicalisation is a safeguarding matter and staff who have concerns should report them to a member of the Designated Safeguarding Team, who will pass them on through the appropriate channel.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child's parents/ carers, unless the school has reason to believe that the child would be placed at risk as a result.

Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will ensure that all staff members are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators of vulnerable pupils

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage.
- Uncomfortable with their place in society.

Indicators of a personal crisis include the following:

- Family tensions.
- A sense of isolation.
- Low self-esteem.
- Disassociation from existing friendship groups.
- Searching for answers to questions about identity, faith and belonging.

Indicators of vulnerability through personal circumstances includes the following:

- Migration.
- Local community tensions.
- Events affecting their country or region of origin.
- Alienation from UK values sense of grievance triggered by personal experience of racism or discrimination.

Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice.

- Feelings of failure.
- Rejection of civic life.
- Indicators of vulnerability through criminality.
- Experiences of dealing with the police.
- Involvement with criminal groups.

Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g., using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support group with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political, or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted, or absent family relationships?

- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- 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.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme.

The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

Extremist speakers

The Headteacher will prevent speakers who may promote extremist views from using the school premises.

Building children's resilience

The school will:

- Provide a safe environment for debating controversial issues.
Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious, and ethnic identities of the UK.

Resources

The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements.
- Local police (contacted via 101 for non-emergencies).
- The DfE's dedicated helpline (020 7340 7264).
- The Channel awareness programme.
- The Educate Against Hate website.

24. Children Who are Absent from Education

A child who is absent from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation, or radicalisation.

We have effective systems for registering our pupils' arrival at school. If a pupil does not arrive, we will always ring parents/carers to find out why if we have not received a phone call from them in advance. Where pupils have difficulty attending school regularly, we work closely with them, their parents/carers, social workers where allocated, and local authorities to improve attendance. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Where a pupil is subject to a child protection plan, we will notify children's social care and the Education Welfare team if there is an unexplained absence.

Two emergency contact details will be held for each pupil where possible.

Staff will monitor pupils that are absent from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Attendance Policy.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.

Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent/ carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live.
- The new address.
- The date from when the pupil will live at that address.

If a parent/ carer notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school.
- The date on which the pupil first attended, or is due to attend, that school.

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil.
- The full name and address of any parent with whom the pupil lives.
- At least one telephone number of the parent with whom the pupil lives.
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable.
- The name of the pupil's new school and the pupil's expected start date there, if applicable.

The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

The school will work with the LA to establish methods of making returns for pupils back into the school.

The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g., where an address is unknown.

The school will also highlight any other necessary contextual information including safeguarding concerns.

25. Pupils with SEND

All the pupils at Sutherland House School have a diagnosis of autism and some also have additional special education needs.

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect for our group of pupils.

It is recognised that there are additional barriers that can exist when recognising abuse and neglect in pupils with SEND. These can include: -

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's disability without further exploration.
- Being prone to peer group isolation more than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviour such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Therefore, when reporting concerns or making referrals for pupils, the above factors will always be taken into consideration.

26. Alternative Provision

Sutherland House School does not currently use alternative providers. However, the school recognises that if alternative providers were to be used, the school would remain responsible for a pupil's welfare during their time at an alternative provider.

If an alternative provider was used, the school would obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

27. Work Experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Pupils are always monitored by a member of school staff whilst attending work experience placements.

28. Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility if the person caring for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangement may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities with children.

Sutherland House School should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

29. What staff should do if they have concerns about a pupil

If staff have any concerns about a pupil's welfare, they should act on them immediately. Please see Appendix 3 for a flowchart setting out the process for staff when they have concerns about a pupil.

If staff have a concern, they should follow the school's safeguarding policy and speak to the DSL and DDSL.

Options will then include: -

- Managing any support for the pupil via the school's own pastoral support programme.
- An early help assessment.
- A referral for statutory services, for example as the pupil may be in need or is suffering or likely to suffer harm.

The DSL or a DDSL should always be available to discuss safeguarding concerns. If in exceptional circumstances the DSL or a DDSL is not available, this should not delay appropriate action being taken. In this instance, staff should take advice from social care. In these circumstances, any action should be shared with the DSL or a DDSL as soon as is practically possible.

30. Early Help

Early help means providing support as soon as a problem emerges, at any point in a

child's life.

All pupils at Sutherland House School have SEND and an EHCP, so school staff and the safeguarding team are alert to the fact that there be a greater need for early help support for our students.

Other reasons for why our pupils may benefit from early help are because they: -

- Are young carers.

- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.

Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.

- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

All staff will be made aware of the local early help process and understand their role in it.

The DSL, or a DDSL, will take the lead where early help is appropriate by liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

31. Managing a Disclosure

All members of staff, volunteers and governors will know how to respond to a pupil who discloses abuse, or where others raise concerns about them and will be familiar with procedures to be followed.

It is important to remember that pupils at Sutherland House are on the autism spectrum. Many of our pupils are pre-verbal or non-verbal and even those who are able to use spoken language they may not feel ready or know how to tell someone they are being abused exploited or neglected, and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead Disclosure may therefore not be verbal but may be demonstrated through behaviour. Staff should therefore always be alert to even small changes in behaviour, which should always be taken seriously, recorded and passed on to a member of the Designated Safeguarding Team.

Staff responding to a pupil making an allegation of abuse should:

- Stay calm

- Listen carefully to what is being said
- Give reassuring nods and words of comfort.
- Do not be afraid of silences, remember how difficult this will be for the pupil.
- Allow the pupil to continue.
- Ask questions for clarification only and at all times avoid asking questions that may suggest a particular answer.
- Reassure the pupil that they have done the right thing in telling you.
- Tell them what you will do next and with whom the information will be shared.
- Record in writing what was said using the pupil's own words, as soon as possible – note the date, time, any names mentioned, to whom the information was given and ensure that the form is signed and dated. Use a **pupil at risk of harm** form as detailed below.
- The Designated Safeguarding Lead (Milly Murray) will be **immediately** informed, unless the disclosure has been made to her. If the DSL is not available, staff should inform one of the safeguarding deputies (Ann Stewart, Suzannah Diamantis).
- In an emergency take the action necessary to help the pupil, for example dial 999.
- Remember information should only be shared on a 'need to know' basis – do not discuss the issues with colleagues, friends or family.

It is important that everyone at Sutherland House School is aware that the person who first encounters alleged or suspected abuse is not responsible for deciding whether or not the abuse has occurred. This is a task for the professional child protection agencies following referral to them. Anyone can make a referral.

Concerns about a pupil

If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy DSL.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in Appendix 3 of this policy.

Pupils with autism often lack awareness of danger and may therefore be vulnerable to injury. Also, pupils may express anxiety and other emotions through behaviours which may include self-injury. Regardless of this all signs of physical injury must be recorded and reported, even if the cause seems explainable.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSLs with the matter.

If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.

Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

Any concerns staff have should be raised, as concerns may accumulate over a period of time and may only be evidenced by building up a picture of harm over time. This is particularly the case in regard to emotional abuse or neglect. Concerns such as these should be recorded and reported on **My Concerns**. These files are confidential and only the DSL, the deputies and the safeguarding admin officer have access to these.

Staff should ensure My Concerns is filled in fully with sufficient detail. Care should be taken to record factually, in detail and accurately, and indicate where professional judgements have been made. Where information is provided in the pupil's own words this should be made clear. They should include the appropriate personal information of the pupil and be signed and dated. Any reporting forms should be followed up with supplementary evidence as appropriate – emails, home/schoolbook entries etc. My Concerns should be completed in a timely manner and as soon as possible in order that appropriate action can be taken, if necessary, by the Designated Safeguarding Team. It is important that the member of staff reporting the Concern records any action they have taken, for example phoning the parent for more information, asking a question in the home schoolbook etc. It is also important that staff remember that the child may need a Child Protection Medical or a visit by social worker/police.

The Designated Safeguarding Lead (Milly Murray), or one of her Deputies (Suzannah Diamantis or Ann Stewart) will read the concerns logged on My Concerns each day, decide any appropriate action. Concerns logged will be audited regularly by the Designated Safeguarding Lead and Deputies.

Staff will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or increase in risk, in their professional judgement.

At no time should a member of staff be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures. Instead, the appropriate body map should be completed in accordance with recording and reporting guidance as above. Any concerns should be reported without delay. If the pupil's case is already open with social care or if they are a Looked After Child, information should also be sent to their named social worker.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

Contact with social care teams and LADO will be made in a timely manner and recorded in the chronology. Telephone referrals will be followed up in writing within 24 hours of the initial contact.

It is not the responsibility of school staff to investigate welfare or child protection concerns.

If at any point, there is a serious risk of serious harm to a pupil an immediate referral should be made to the social care duty team in the local authority in which the pupil lives.

Alternatively, the school will dial 999 and report the matter to the police. Anyone can make a referral.

Child Protection information will only be shared in school on a 'need to know' basis. Information will be shared in the interests of the pupil and on the understanding that it remains in the strictest confidence.

32. Managing Referrals

The reporting and referral process outlined in Appendix 3 will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.

When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children in Need

A child in need is 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. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 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 violence, and extra familial threats like radicalisation and sexual exploitation.

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- The pupil requires immediate protection and urgent action is required.
- The child is in need and should be assessed under section 17 of the Children Act 1989.
- There is reasonable cause to suspect the pupil is suffering or likely to suffer significant harm, and whether enquiries must be made, and the pupil assessed under section 46 of the Children Act 1989.
- Any services are required by the pupil and family and what type of services.
- Further specialist assessments are required to help the local authority to decide what further action to take.
- To see the child as soon as possible if the decision is taken that the referral requires further assessment.

The school will follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, school staff will do everything they can to support that assessment (supported by the DSL or DDSL as required).

If after a referral, the pupil's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and most, importantly, that the pupil's situation improves.

33. Confidentiality, Records and Information Sharing

We recognise that all matters relating to child protection are sensitive; however, a member of staff must never guarantee confidentiality to a pupil.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing on My Concerns. If any members of staff are unsure about how to use the My Concerns system, they should discuss this with the DSL or a

DDSL so that additional training can be put in place. Paper versions of Concerns Form are available at reception for visitors and volunteers, and for new staff members who are awaiting a My Concerns account.

Regardless of a duty of confidentiality, where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to Children's Social Care.

The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit. They will also be audited by a member of the Senior Leadership Team. Where a pupil is removed from school to be home educated, the school will make arrangements to pass child protection information to the SEN department of the Local Authority in which the pupil lives.

It is important for pupils to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include: -

- Failing to act on and refer the early signs of abuse and neglect.
- Poor record keeping.
- Failing to listen to the views of the pupil.
- Failing to re-assess concerns when situation do not improve.
- Not sharing information.
- Sharing information too slowly.
- A lack of challenge to those who appear not to be taking action.

34. Concerns about staff members and safeguarding practices

Staff who are concerned about the conduct of a colleague are undoubtedly placed in a very difficult situation. They may worry they have misunderstood the situation and will wonder whether a report could jeopardise the colleague's career. All staff must remember that the welfare of our pupils is paramount.

If a staff member has concerns about another member of staff (including supply staff and volunteers), this concern needs to be raised with the Headteacher. Members of staff can also raise concerns about a member of staff to the LADO (Local Authority Designated Officer).

The Headteacher will refer concerns to the LADO.

If the concern is with regards to the Headteacher, this concern will be referred to the Chair of Governing Body, George Smith.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the SLT team.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed.

If a staff member feels unable to raise an issue with the SLT, they should follow the Autism East Midlands Whistleblowing Policy.

When an allegation is made, an investigation will be carried out to gather enough evidence to establish whether it has a foundation, and the school will ensure there is sufficient information to meet the **DBS referral criteria**.

On conclusion of a case, where an individual is removed from regulated activity – this could be due to suspension, redeployment to work that is not in regulated activity, dismissal, or resignation – the school will refer the case to the DBS as soon as possible.

If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.

The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

35. Online Safety

The school is increasingly working online. It is essential that our pupils are safeguarded from potentially harmful and inappropriate online material. This includes filtering and monitoring on school devices and the school network.

Pupils at Sutherland House School are extremely vulnerable with the current advancement in technology. They often have advanced IT skills without awareness of the dangers that they face online. They will all have access to mobile phones, tablets, and computers at some point. These are a source of fun, education, and communication. However, we know that some people will use these technologies to harm children and young people.

Cyber-bullying by pupils will be treated as seriously as any form of bullying.

At Sutherland House School, all staff are aware of the potential risks when it comes to online safety. There are 4 key categories of risk:

Content – being exposed to illegal, inappropriate, or harmful content.

Contact – being subjected to harmful online interaction with other users

Conduct – personal online behaviour that increases the likelihood of, or causes harm

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Our school internet systems are provided by Addooco and we have a robust web filtering system in place. Requests for unblocking web-based content are logged in

writing. Staff are asked for a justification for any unblocking requests, and these are considered by members of the leadership team regarding suitability.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

The school ensures that suitable filtering systems are in place to prevent children accessing terrorist and extremist material.

The use of mobile phones by staff and pupils is prohibited in school.

The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

36. Mobile Phone and Camera Safety

Staff members will not use personal mobile phones or cameras when pupils are present.

Staff may use mobile phones on school premises outside of working hours when no pupils are present.

Staff may use mobile phones in the staffroom during breaks and non-contact time.

School mobile phones are available for trips, but they must only be used in emergencies and should not be used when pupils are present.

Personal mobile devices will not be used to take images or videos of pupils or staff in any circumstances.

The sending of inappropriate messages or images from mobile devices is strictly prohibited.

Staff who do not adhere to this policy will face disciplinary action.

ICT technicians and the e-safety officer will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an ICT teacher or the e-safety officer.

Photographs and videos of pupils will be carefully planned before any activity with regard to consent and adhering to the school's Data Protection Policy.

Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the Headteacher will liaise with the DSL to determine the steps involved.

The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.

Staff will report any concerns about another staff member's use of mobile phones to the Headteacher or the DSL.

Up skirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

A "specified purpose" is namely:

- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- To humiliate, distress or alarm the victim.

"Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g., a motion activated camera.

Up skirting will not be tolerated by the school.

Any incidents of up skirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

37. Sports and Extra-curricular clubs

Sutherland House School pupils who attend sports and extra-curricular clubs, will be supported by staff from the school.

Clubs and extracurricular activities hosted by external bodies, e.g., charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

38. Safer Recruitment

Sutherland House School follows safer recruitment procedures in accordance with Keeping Children Safe in Education September 2023.

To ensure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received the appropriate safer recruitment training.

We have put the following steps in place during our recruitment and election

process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising our roles, we will make clear:

- Our schools commitment to safeguarding and promoting the welfare of children and young people
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children
- Include a copy of, or link to our child protection policy

Shortlisting

Our shortlisting process will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore potential concerns.

At recruitment processing stage school will only accept copies of a curriculum vitae alongside an application form. A curriculum vitae on its own will not provide adequate information.

In addition, as part of the shortlisting process school will consider carrying out an online search as part of due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

Checks and references are an essential part of this process, and we maintain a Single Central Register of all safer recruitment checks carried out in line with statutory guidance. The Designated Safeguarding Lead will monitor the Single Central Register each term.

We ask on application forms whether references can be taken up prior to interview and will request more information if we feel we need to. We check gaps in service, require evidence of proof of identity, and of original academic certificates. These are all checked at interview.

All members of staff will undertake an enhanced DBS check with barred list check and be asked to sign up to the electronic update service.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be in 'regulated activity' if, as a result of their work, they:

- Are responsible daily for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly meet children under 18 years of age.

The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

All staff at Sutherland House School complete a Disqualification under the Child Care Act documentation and any queries are raised with our LA Designated Officer. Staff are also checked against the barred list which is a list of individuals who are unsuitable to work with children and vulnerable adults.

In addition to obtaining any DBS certificate as described above, any member of staff who is appointed to carry out teaching will require an additional check to ensure that they are not prohibited from teaching. A person who is prohibited from teaching cannot be appointed to a role that involves teaching work.

The CEO, Chair of Governors and the Headteacher are also checked to ensure that they are not prohibited under section 128 provision. A section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. As a non-maintained special school, we aim for best practice and ensure that key leaders have been checked against the 128 directions.

Pre-appointment checks

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary preemployment checks.

When appointing new staff, the school will: -

- Verify a candidate's identity.
- Obtain an enhanced DBS certificate.
- Obtain a separate barred list check if the individual will be starting work in a regulated activity before the DBS certificate is available.
- Verify the candidate's mental and physical fitness to carry out their work responsibilities, and to establish whether they have the physical and mental capacity for the specific role.
- Verify the person's right to work in the UK.
- Make further checks if the person has lived or worked outside the UK.
- Verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation. In addition: -
- The school will ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State, or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012.
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain

a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Where an enhanced DBS is required, it must be obtained from the candidate before, or as soon as practicable after, the person's appointment.

There is no requirement for the school to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, during a period which ended not more than three months before the person's appointment, the applicant has worked:

- In a school in England, in a post:
 - Which brought the person regularly into contact with children or young persons; or
 - To which the person was appointed on or after the 12th May 2006 and which did not bring the person regularly into contact with children or young persons; or
 - In an institution within the further education sector in England, or in a 16 – 19 Academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.
- School staff are encouraged to join the DBS Update Service.

Pre-employment checks

The Governing Body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
- Confirming that an individual taking up a management position is not subject to a section 128 direction.

An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

Governors

An enhanced DBS check will be carried out for each member of the governing board.

Where a governor also engages in any regulated activity, a barred list check will also be requested.

An additional check is required for those in management positions, to ensure that they are not prohibited under section 128 provisions. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check.

For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Employment history and references

The school will always ask for written information about previous employment history and will check that the information received is not contradictory or incomplete. References will be checked to allow the school to obtain objective and information to support appointment decisions. References will always be obtained from the candidate's current employer. Where a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving will be obtained from the place of their last employment.

References will be scrutinised, and any concerns will be resolved satisfactorily, before the appointment is confirmed, including for any internal candidate. References will be requested directly from the referee, and preferably from a senior member of staff, not just a colleague. The school does not accept open references and does not rely on the information provided by the candidate as part of the application process without verifying that the information is correct. Where electronic references are received, HR will ensure that they originate from a legitimate source.

The HR department will check all references to ensure that all specific questions have been answered satisfactorily. The referee will be contacted to provide further clarification as appropriate, for example if the answers are vague or if insufficient information is provided. HR will also compare for consistency with the information provided by the candidate on their application form. Any discrepancies will be taken up with the candidate. Recruitment staff must be aware that references should not include any repeated concerns or allegations that have all been found to be false, unfounded, unsubstantiated or malicious in a reference.

Any information disclosed about past disciplinary action or allegations that are disclosed will be considered carefully when assessing the applicant's suitability for the post.

All members of the Governing body at Sutherland house school have regular Safeguarding and Child Protection training to ensure they are provided with the knowledge to ensure the schools safeguarding policies and procedures are effective.

Single Central Record

The school maintains a Single Central Record (SCR) which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school. Members of the governing body are also recorded on the SCR.

The following information is recorded on the SCR:

- An identity check
- A barred list check.
- An enhanced DBS check.
- A prohibition from teaching check.
- A section 128 check (for the Headteacher, Chair of the Governing Body and CEO).
- A check of professional qualifications.
- A check to determine the individual's right to work in the UK.
- Additional checks for those who have lived or worked outside of the UK.
- For agency and third-party supply staff, the school will record the written confirmation that has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the relevant certificates, the date that confirmation was received, and whether any enhanced DBS certificate check has been provided in respect of the member of staff.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

Agency and third-party staff (supply staff)

The school will obtain written notification from any agency, or third-party organisation that they have carried out checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school that the school would otherwise perform.

Where the position requires a barred list check, this must be obtained by the agency or third party prior to appointing the individual. The school will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Trainee / student teachers

Where applicants for initial teacher training are salaried by the school, the school will ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including barred list information) must be obtained.

Where trainee teachers are fee-funded, it is the responsibility of the initial training provider to carry out the necessary checks. The school will obtain written confirmation from the provider that it has carried out all pre-appointment checks that the school would otherwise be required to perform, and that the trainee has been judged by the provider to be suitable to work with children.

Existing staff

If the school has concerns about an existing staff member's suitability to work with children, the school will carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity into work which is considered regulated activity, the relevant checks for that regulated activity must be carried out.

The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

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

The DBS will consider whether to bar the person. Detailed guidance on when to refer to the DBS can be found on GOV.UK.

The school will make referrals to the DBS as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance, which can be found on GOV.UK.

If the school dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services, had they not left first, the school will consider whether to refer the case to the Secretary of State, as required by section 141D and 141E of the Education Act 2002. The

Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order on the respect of the person.

Volunteers

No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

Volunteers who, on an unsupervised basis teach or look after children regularly or provide personal care on a one-off basis in the school, will be in regulated activity. The school will obtain an enhanced DBS check (which includes barred list information). The school may repeat a DBS check (which should include barred list information) on any volunteer should they have concerns.

An enhanced DBS check (not including barred list information) can be obtained for volunteers who are not engaging in regulated activity. In these circumstances, the school will undertake a risk assessment when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so, the school will consider: -

- The nature of the work with the children.
- What the establishment knows about the volunteer, including formal or informal information offered by staff, parents/carers, and other volunteers.
- Whether the volunteers have other employment or undertakes voluntary activities where referees can advise on suitability.
- Whether the role is eligible for an enhanced DBS check.

Details of this risk assessment will be recorded

It is the decision of the school to determine whether a volunteer is considered to be supervised. In making this decision, and where an individual is supervised, to help determine the appropriate level of supervision, the school must have regard to the statutory guidance issued by the Secretary of State. This guidance requires that, for a person to be unsupervised, the supervision must be:

- By a person who is in regulated activity.
- Regular and day to day; and
- 'Reasonable in all the circumstances to ensure the protection of children.'

Contractors

The school will ensure that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS check (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) is required.

Under no circumstances should a contractor in respect of whom no checks have been obtained be allowed to work unsupervised or engage in regulated activity.

If an individual working at the school is self-employed, the school will consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

The school will always check the identity of contractors and their staff on arrival at the school.

Visitors

The school does not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors. Visitors to Sutherland House School will be supervised.

Alternative Provision

Where the school places a pupil with an alternative provision provider, Sutherland House School continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

Adults who supervise children on work experience

Sutherland House School will ensure that work experience placement providers have policies and procedures in place to protect children from harm.

Barred list checks by the DBS will be required on people who supervise a child under the age of 16 on a work experience placement. Although this is not always necessary for schools to complete a Barred List check on adults supervising work experience placements, Sutherland House School believes that it is the best practice to complete these checks, especially as the pupils at the school are potentially more vulnerable than pupils in a mainstream school.

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

Duties as an employer and an employee

Sutherland House School will ensure that cases of allegations that may indicate a person will pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school, are managed effectively.

This includes allegations that anyone working in the school has: -

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk or harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applied to members of staff, supply staff or volunteers who are currently working in the school regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse will also be referred to the police.

Autism East Midlands has a duty of care to their employees. They will ensure that they provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Where Autism East Midlands is not the employer of a named individual, it still has responsibility to ensure that allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers). The allegation of abuse made against a teacher or other member of staff or volunteer in the school needs to be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is subject of the allegation.

If staff have a safeguarding concern/allegation about another staff member (including supply staff, volunteers and contractors) that doesn't meet the harm threshold, then they should share it in accordance with your low-level concerns policy.

Senior Leaders will seek to learn lessons from all cases, not just those which are concluded and found to be substantiated.

In the event of low level concerns:

- Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure
- Schools should have procedures in place for confidentially sharing low-level concerns and clarity around the role of the DSL and headteacher in this. The headteacher should be the ultimate decision-maker in respect of all low-level concerns, although they may wish to consult the DSL to take a more collaborative approach
- If you're in any doubt as to whether a low-level concern meets the harm threshold, then consult your local authority designated officer (LADO)
- In the examples of adult behaviour that could be a low-level concern, the term sexualised language has been updated to humiliating children'

Supply teachers

In some circumstances the school will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business.

Whilst the school is not the employer of supply teachers, the school would ensure that allegations are dealt with properly. In no circumstances would the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing Body would discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

If there is an allegation against a supply member of staff, the school will take the lead because agencies do not have access to children or other school staff, so that will not be able to collect the facts when an allegation is made, nor do they have all of the relevant information required by the LADO as part of the referral process. Supply teachers would be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

Initial considerations

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above or may do so without warranting consideration of wither a police investigation or enquires by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious that they require immediate intervention by children's social care services and/ or the police. The designated officer (s) should be informed of all allegations that come to the school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

The following definitions will be used when determining the outcome of allegation investigations: -

- **Substantiated:** there is sufficient evidence to prove the allegation.
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The Headteacher or (where the Headteacher is the subject of an allegation) the Chief Executive Officer should discuss the allegation immediately with the designated officer(s). The purpose of an initial discussion is for the designated officer (s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer(s) may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be at immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegation with the designated officer(s) in order to help

determine whether the police are necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded by both the case manager and the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the designated officer(s) what action should follow both in respect of the individual and those who made the initial allegation.

The case manager should inform the accused person about the allegation as soon as possible after consulting the designated officer(s). It is extremely important that the case manager provides them with as much information as possible at that time.

However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted and have agreed what information can be disclosed to the accused. Autism East Midlands Leadership Team must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved.

All options to avoid suspension should be considered prior to taking that step. If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working Together to Safeguard Children. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances in line with CALM.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer(s) should discuss the next steps with the case manager. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer(s) should discuss with the case manager how and by whom the investigation will be undertaken.

Supporting those involved

Autism East Midlands has a duty of care to its employees. Autism East Midlands will act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action unless there is an objection by the children's social care services or

the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to Autism East Midlands EAP.

The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed but the parents or carers of the child should be told the outcome in confidence. Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should in deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 2018, the law of confidence and, where relevant, the Human Rights Act 1998.

In line with the Human Rights Act, a child that has been subjected to harassment, violence and or abuse, may breach children's rights.

KCSIE explains that in relation to safeguarding:

- **Human Rights Act 1998:** being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to schools under the European Convention on Human Rights (ECHR)
- **Equality Act 2010:** governing bodies and proprietors should carefully consider how they're supporting their pupils and students regarding particular protected characteristics (including disability, sex, sexual orientation, gender re-assignment and race) under the Equality Act
- **Public Sector Equality Duty (PSED):** you can take positive action to deal with particular disadvantages affecting pupils (where you can show it's proportionate). This includes making reasonable adjustments for disabled

pupils. You could consider using it, for example, to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- Under the PSED, you must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps your school to focus on key issues and how to improve student outcomes. Some pupils may be more at risk of harm from issues such as sexual violence, homophobic, biphobic, transphobic bullying or racial discrimination

Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions are disapplied if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so. The provisions commenced on 1 October 2012.

The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public." This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

In accordance with the Authorised Professional Practice published by the College of Policing in May 2017, the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted.)

The case manager should take advice from the designated officer(s), police, and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared.
- what, if any, information can be reasonably given to the wider community to

reduce speculation; and

- how to manage press interest if, and when, it should arise.
- Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.
- The school or college should only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.
- The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. Advice should be sought from the designated safeguarding lead (or a deputy), who 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 local authority 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.
- Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.
- If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.
- Additional information on confidentiality and information sharing is available at [Safeguarding Practitioners Information Sharing Advice](#) and [NSPCC: Information sharing and confidentiality for practitioners](#).

Anonymity

- Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. ¹⁴³ Relevant information can be found in: [CPS: Safeguarding Children as Victims and Witnesses](#).
- As a matter of effective safeguarding practice, schools and colleges should do all they 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.
- Schools and colleges should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities. The unique challenges regarding social media are discussed at paragraph 466 along with potential support. In addition, the principles described in [Child net's cyberbullying guidance](#) could be helpful.

Resignations and 'settlement agreements'

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made if the criteria are met. The school must also consider whether a referral to the Secretary of State is appropriate. If the accused person resigns or their services cease to be used and the criteria are met, it will not be appropriate to reach a settlement/compromise agreement. Any settlement/compromise agreement that would prevent a school or college from making a DBS referral even though the criteria for referral are met, is likely to result in a criminal offence being committed. This is because the school would not be complying with its legal duty to make the referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is

complete, but it is important to reach and record a conclusion wherever possible.

'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

Record keeping

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

References

Cases in which an allegation was proven to be false, unsubstantiated, or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated, or malicious should also not be included in any reference.

Timescales

It is in everyone's interest to resolve cases as quickly as possible and is consistent with a fair and thorough investigation. All allegations will be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness, and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

Where the initial consideration decides that the allegation does not involve a possible criminal offence, Autism East Midlands will deal with it, although if there are concerns about child protection, the employer should discuss them with the designated officer(s).

Oversight and monitoring

The designated officer(s) has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners. The designated officer(s) will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Police forces will also identify officers who will be responsible for:

- liaising with the designated officer(s);
- taking part in the strategy discussion or initial evaluation.
- subsequently reviewing the progress of those cases in which there is a police investigation; and
- sharing information on completion of the investigation or any prosecution.

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

Specific actions

Following a criminal investigation or a prosecution

The police should inform Autism East Midlands and designated officer(s) immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after the person has been charged. In those circumstances, the designated officer(s) should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

In respect of malicious or unsubstantiated allegations

If an allegation is determined to be unsubstantiated or malicious, the designated officer(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services or may have been abused by

someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil.

40. Safer Working Practices

Staff are provided with guidance on safer working practices and professional codes of conduct through the employee handbook and staff resource section of the Autism East Midlands website. All staff, student and volunteers are expected to carry out their duties in accordance with this guidance and failure to do so could lead to disciplinary action.

If staff are working alone with a pupil, they should wherever possible be visible to another member of staff. They will be expected to inform other staff of their whereabouts in school, who they are with and for how long.

The following steps have been adopted by Sutherland House School to ensure that all staff understand their responsibilities. Any member of staff who does not adhere to these will be subject to disciplinary procedures: -

- All staff will sign to say they have read and agree to the contents of this policy
- All staff will sign to say that they agree to work with the framework laid out in our critical policies and procedures.

Sutherland House School have a range of mechanisms in place to enable our pupils to feel comfortable in expressing concerns to adults. These include:

- Small class groups.
- Regular emotional well-being support.
- PSHE sessions.
- Access to systems to support communication (PECs, iPads, signing etc.).
- Pupil noticeboard signposting relevant information.
- Regular class meetings.
- An active Student Council.
- An emphasis on Person Centred Planning.

41. Training

When new staff join Sutherland House School they will be provided with:

- Training on safeguarding and child protection
- Whistle blowing training
- Online safety training
- Information regarding the names of the Designated Safeguarding Team and how to contact them.
- A staff Safeguarding leaflet.

- A copy of our Safeguarding and Child Protection Policy.
- The most recent version of Keeping Children Safe in Education: Part One.
- A copy of the Autism East Midlands Employee Handbook, which contains critical policies and procedures regarding professional conduct.
- Signposting to the staff section of the AEM website and staff resources portal.
- Anti-radicalisation strategy training, Prevent, enabling staff to identify children at risk of being drawn into terrorism and challenge extremist ideas.

They will be asked to sign to say they have received these and that they have read and understood them.

Every new member of staff has an induction. During this time, they will attend an 'Introduction to Safeguarding' training session, which includes general information about safeguarding and child protection and also information which is specific to Sutherland House School procedures.

In addition to this induction training, staff will undertake appropriate training on a regular basis and attend staff meetings where recent developments will be shared on an on-going basis.

Staff are encouraged to keep themselves up to date with developments in safeguarding. Online training – Educare <https://www.educare.co.uk> – will be available for all staff to access termly as part of our ongoing safeguarding approach as is the Key online training.

The Designated Safeguarding Team will attend refresher training every two years.

Members of our Governing body will also attend Safeguarding and Child Protection training in order that they can fulfil their responsibility to our pupils to help in keeping them safe.

42. Working with Parents and Carers

Sutherland House School is committed to working in partnership with parents and carers to promote the well-being and safety of our pupils.

A copy of our Safeguarding Policy is published on our website. Parents and carers will be informed of our legal duty to promote the welfare of our pupils and to report concerns to statutory agencies should it be necessary. However, the school will normally seek to sensitively discuss any concerns about a child with their parents/carer

We respect the right of parents and carers to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a pupil from harm.

Sutherland House School recognises the anxieties that pupils with autism can face around attending school. Many of our pupils have in the past had significant difficulties in attending school. Whilst we recognise these anxieties we will always challenge and develop our pupils.

1. The school or college will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this **might** not be necessary or proportionate in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. Schools and colleges should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, local authority children's social care and/or the police will have a very clear view and will be important for the school or college to work with relevant agencies to ensure a consistent approach is taken to information sharing.
2. It is good practice for the school or college to meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.
3. It is also good practice for the school or college to meet with alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions should be explained. Support for the alleged perpetrator should be discussed.
4. The designated safeguarding lead (or a deputy) would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.
5. Clear behaviour policies and child protection policies, especially policies that set out the principles of how reports of sexual violence will be managed and how victims and alleged perpetrators are likely to be supported, that parents and carers have access to, will, in some cases, help manage what are inevitably very difficult conversations.
6. Parents and carers may well struggle to cope with a report that their child has been the victim of a sexual assault or is alleged to have sexually assaulted another child. Details of organisations that support parents are provided in Annex B. Schools and colleges should consider signposting parents and carers to this support.

43. Visitors to Sutherland House School

All visitors will sign into school and will wear a visitor's badge. They will be appropriately accompanied around school.

They will be provided with a visitor's safeguarding information leaflet which includes information about our Safeguarding Team and who to contact if they have any safeguarding concerns whilst they are with us. Additional information is also

available on the safeguarding display board in reception.

44. Monitoring and Review

This policy is reviewed annually by the DSL.

Any changes made to this policy by the DSL will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is January 2024.

Appendix 1: Staff Disqualification Declaration

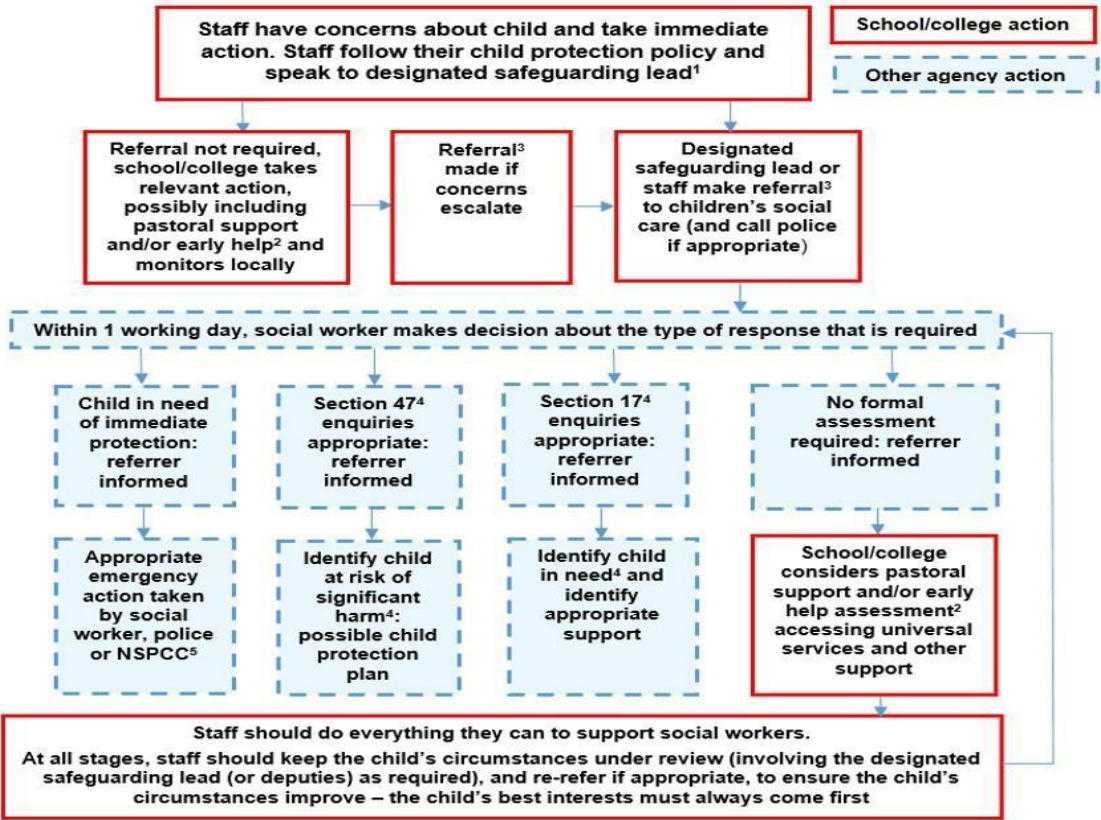
Staff Disqualification Declaration

Name of staff member:	Position:
Orders and Other Restrictions:	Yes/No
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are you barred from working with children by the DBS	
Are you prohibited from teaching?	
Specified and Statutory Offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
Any offence against or involving a child?	
Any offence under The Sexual Offences Act 2003?	
Any other relevant offence?	
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	
Provision of Information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided	
Declaration	
<p>In signing this form, I confirm that the information provided is true to the best of my knowledge and that:</p> <ul style="list-style-type: none"> • I understand my responsibilities to safeguard children. • I understand that I must notify my headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children. 	
Signed:	

Print Name:	
Date:	

Appendix 2: Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child.



Appendix 3: Contacts and Advice

Abuse

- What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website

Bullying

- Preventing and Tackling Bullying - DfE advice
- Cyber bullying: advice for headteachers and school staff - DfE advice
- Children missing from education, home, or care
- Children missing education - DfE statutory guidance

- Child missing from home or care - DfE statutory guidance
- Children and adults missing strategy - Home Office strategy Children with family members in prison
- National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service Child Exploitation
- Trafficking: safeguarding children - DfE and HO guidance Drugs
- Drugs: advice for schools – DfE and ACPO advice
- Drug strategy 2017 - Home Office strategy • Information and advice on drugs - Talk to Frank website
- ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - Website by Mentor UK "Honour Based Abuse" (so called)
- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance Health and Well-being
- Fabricated or induced illness: safeguarding children - DfE, DH, HO
- Rise Above: Free PSHE resources on health, wellbeing, and resilience - Public Health England
- Medical-conditions: supporting pupils at school - DfE statutory guidance
- Mental health and behaviour - DfE advice

Homelessness

- How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance Online (see also Annex C)
- Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety Private fostering
- Private fostering: local authorities - DfE statutory guidance Radicalisation
- Prevent duty guidance- Home Office guidance
- Prevent duty: additional advice for schools and childcare providers - DfE advice
- Educate Against Hate website - DfE and Home Office advice
- Preventing FE and Training – Education and Training Foundation (ETF)

Up skirting

- Up skirting know your rights – UK Government

Violence

- Gangs and youth violence: for schools and colleges - Home Office advice

- Ending violence against women and girls 2016-2020 strategy - Home Office strategy
- Violence against women and girls: national statement of expectations for victims - Home Office guidance
- Sexual violence and sexual harassment between children in schools and colleges - DfE advice
- Serious violence strategy - Home Office Strategy

Appendix 4: Safeguarding concerns recording form – for visitors and volunteers

Safeguarding concerns recording form - For visitors and volunteers

Please write clearly (include as much information as you can)

Pupils Name:	Date of Birth:
Class Group:	Name of person completing this form:
Name of Teacher:	Role:
Date and Time of Incident:	Date and time of writing:
<p>Please record your concerns giving information about why you think this pupil is at risk of suffering or has suffered harm. Include factual information about Who? What? Where? When? Any witnesses? What the pupil said, what you saw etc. Write clearly.</p>	
<p>What is your opinion? (How and why might this have happened)?</p>	
<p>Record what you have done, including the names of anyone you have passed the information on to, any clarification you have sought etc.</p>	
<p>Any other relevant information, previous history etc. (distinguish between fact and opinion)</p>	

Check that you have written clearly and legibly. Pass this form to Milly Murray (DSL) immediately or to the Safeguarding Team (Ann Stewart, Suzannah Diamantis)

Appendix 5: Further Safeguarding Information

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 missing from education

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, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

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. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child-on-child abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Staff must be aware that abuse in intimate relationships between children is sometimes known as 'teenage relationship abuse'

Child-on-child sexual violence and sexual harassment

This part of the statutory guidance is about how we as a school respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online (what to look out for and indicators of abuse are set out in Part one of this guidance).

As set out in Part one of this guidance, all staff at Sutherland house school are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse. Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

Staff should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers. Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously 138 The Voyeurism (Offences) Act 2019 which amends the Sexual Offences Act 2003 to make up skirting a specific offence of voyeurism. The Act came into force on 12 April 2019.

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive between the two. HSB should be considered in a child protection context. When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

It is effective safeguarding practice for the designated safeguarding lead (and their deputies) to have a good understanding of HSB. This could form part of their safeguarding training. This will aid in planning preventative education, implementing preventative measures, drafting and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding. 458. HSB can, in some cases, progress on a continuum.141 Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma.142 It is important that they are offered appropriate support. Preventing abuse 459. Effective safeguarding practice is demonstrated when schools and colleges are clear, in advance, about what local processes are in place and what support can be accessed when sexual violence or sexual harassment has occurred. It is important to prepare for this in advance and review this information on a regular basis to ensure it is up to date. As such: • if required, the designated safeguarding lead (or a deputy) should discuss the local response to sexual violence and sexual harassment with police and local authority children's

social care colleagues in order to prepare the school's or college's policies (especially the child protection policy) and responses, and • the designated safeguarding lead (and their deputies) should be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and nonpenetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge

(e.g., through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends; and
- Children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] 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, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Domestic abuse

The cross-government definition of domestic violence and abuse is 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. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.

Operation Encompass

Operation Encompass operates in most 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. Police forces not signed up to operation encompass will have their own arrangements in place. National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation: [here](#).

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers¹⁰⁴ that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report

can be found at: Mandatory reporting of female genital mutilation procedural information Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁰⁵ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmfco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Like protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.¹¹⁰ This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#). Additional support the department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support schoolteachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Sexual violence and sexual harassment between children in schools and colleges

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 physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be 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”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment? Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003¹¹¹ as described below: Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. What is consent?¹¹² Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.¹¹³ Sexual harassment When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is

likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- Non-consensual sharing of sexual images and videos.
- Sexualised online bullying.
- Unwanted sexual comments and messages, including, on social media.
- sexual exploitation; coercion and threats; and
- Up skirting.

Up skirting

The Voyeurism (Offences) Act, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. 'Up skirting' is where someone takes a picture under a person's 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.


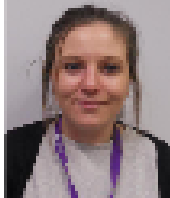


The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

Appendix 6: Safeguarding Procedures Poster

Safeguarding



			
Ann Stewart	Laura Conway	Mily Murray	Suzannah Diamantis
Deputy Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead

Chair of the Governing Body:

George Smith

George.smith@aem.org.uk

LADO:

Caroline Rose- Safeguarding Children in Education Officer

Caroline.Rose@nottinghamcity.gov.uk

Karen Sheard - D-19 Safeguarding Co-ordinator

Karen.sheard@nottinghamcity.gov.uk 0115 8764725

LADO Business Support

loab@nottinghamcity.gov.uk 0115 8763193

Local Authority	Name	Contact Details
Derby City	Safeguarding Children Board	01332 641172
Derbyshire	Safeguarding Children Board	01629 539190
Doncaster	Safeguarding Children Board	01302 737777 dcb@doncaster.gov.uk
Leicester City	Safeguarding Children Board	0116 4540440 lcycsb@leicester.gov.uk
Leicestershire and Rutland	Safeguarding Children Board	Leicester-01163080005 Rutland-015707 58407
Lincolnshire	Safeguarding Children Board	01522 782111
Nottingham City	Children and Families Direct	0115 8764782 candirect@nottinghamcity.gov.uk
Nottinghamshire	MASH (Multi Agency Safeguarding Hub)	0800 5008090
Nottingham City Designated Officer	LADO	Caroline Rose

Safeguarding

Your Responsibilities

As a staff member at our school, you are responsible for safeguarding and promoting the welfare of every pupil.

As part of your responsibility, you must be aware of the different safeguarding concerns, how you can identify those at risk, who you need to report concerns to and how, and the process for making referrals and early help.

If a pupil discloses any information to you, you have the responsibility to report this.

Types of Abuse and Neglect

Physical Abuse - a child suffers physical harm or injury, e.g. through hitting. This can also involve fabrication of an illness by their parent or family member.

Emotional Abuse - a child receives maltreatment which causes adverse effects on their development, e.g. by being told they are worthless.

Sexual Abuse - a child is forced or enticed into taking part in sexual activities in which they do not give consent for, whether or not they are aware of what is happening

Neglect - a child's basic physical and/or psychological needs are consistently not met, resulting in serious impairment of their health or development, e.g. by providing inadequate food.

Online Safety

The internet poses harmful risks for children through sexual grooming, abuse and exploitation, cyberbullying, sexting and access to inappropriate material.

All staff must be aware that their safeguarding responsibilities extend to protecting pupils from putting themselves, or others, at risk online. Report any safeguarding concerns on My Concerns, make the Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead (DSL/DDSL) aware and contact Addoco regarding inappropriate online activity.

Spotting the Signs

Child abuse or neglect can manifest in many ways. Some indicators may be physical, such as marks and bruising, or evident through their appearance, such as clear weight loss.

Abuse or neglect can also be presented through change in a pupil's behaviour- an unwillingness to change for PE lessons, displaying aggression, becoming withdrawn or losing friendships.

If a pupil discloses to you that they have been subjected to abuse, or they ask for advice on matters which raise concerns, it is imperative that you act on this.

What to do if you have a concern

Keeping Children Safe in Education (KCSIE) requires all schools to have a DSL and deputy DSL(s). If you have a concern, you must raise it with the DSL, or with a DDSL - you should know who this is and who to inform if you have a safeguarding concern that you need to speak to the DSL or DDSL.

You must report all concerns in line with the school's Safeguarding Children and Young People Child Protection Policy.

If a pupil is in immediate danger, you must inform the school's DSL or DDSL, who may need to make a referral to a children's social care services and/or the police immediately. Remember, there is a difference between having a concern, and a child being in immediate danger. No concern is too small. It is vital you report worries to the DSL/DDSL at the earliest stage possible.

Safeguarding concerns need to be reported on My Concerns.