Altwood C of E School Safeguarding Policy
2023-24

Key Personnel in School:

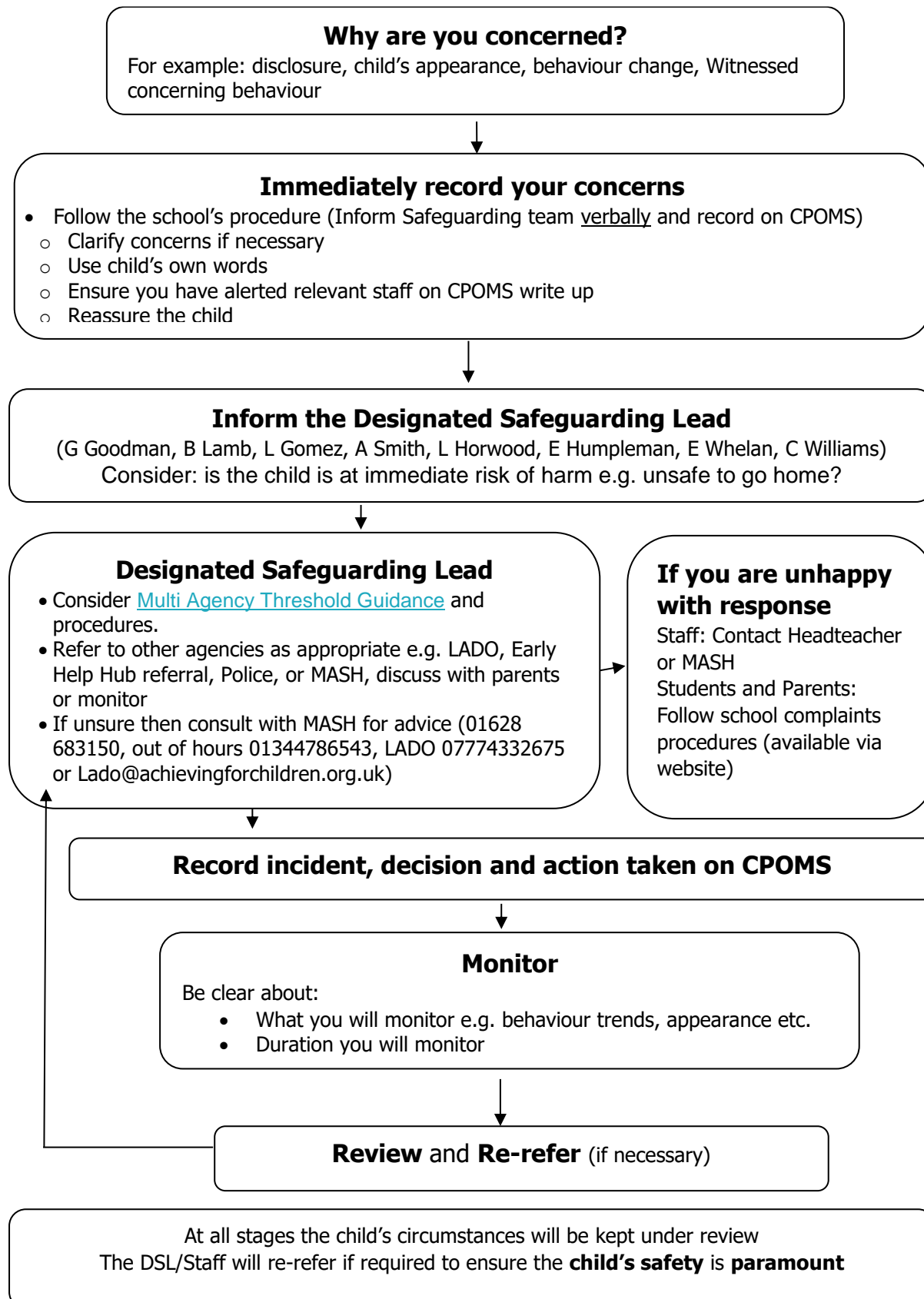|	
Headteacher:	Mr Neil Dimbleby
Designated Safeguarding Lead:	Mr Gary Goodman (Assistant Headteacher)
	Mr Matthew Love (FAB DSL)
Deputy Designated Safeguarding Leads:	Ms Bekki Lamb (Head of Faith House)
	Ms Lourdes Gomez (Head of Hope House)
	Mr Andrew Smith (Head of Joy House)
	Miss Lianne Horwood (Student Engagement Co-ordinator)
	Mrs Emma Humpleman (Behaviour Mentor)
	Ms Emma Whelan (Behaviour Mentor)
	Ms Carolyn Williams (6th Form Progress Champion)
Named Safeguarding Governor:	Mrs Heather Kearney

All staff should have access to this policy and sign to the effect that they have read and understood its content.

Safeguarding Children Policy

Contents

What to do if you have a welfare concern in Altwood School

Why are you concerned?
For example: disclosure, child's appearance, behaviour change, Witnessed concerning behaviour

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Immediately record your concerns
- Follow the school's procedure (Inform Safeguarding team <u>verbally</u> and record on CPOMS)
  - Clarify concerns if necessary
  - Use child's own words
  - Ensure you have alerted relevant staff on CPOMS write up
  - Reassure the child

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Inform the Designated Safeguarding Lead
(G Goodman, B Lamb, L Gomez, A Smith, L Horwood, E Humpleman, E Whelan, C Williams)
Consider: is the child is at immediate risk of harm e.g. unsafe to go home?

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Designated Safeguarding Lead
- Consider Multi Agency Threshold Guidance and procedures.
- Refer to other agencies as appropriate e.g. LADO, Early Help Hub referral, Police, or MASH, discuss with parents or monitor
- If unsure then consult with MASH for advice (01628 683150, out of hours 01344786543, LADO 07774332675 or Lado@achievingforchildren.org.uk)

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If you are unhappy with response
Staff: Contact Headteacher or MASH
Students and Parents: Follow school complaints procedures (available via website)

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Record incident, decision and action taken on CPOMS

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Monitor
Be clear about:
- What you will monitor e.g. behaviour trends, appearance etc.
- Duration you will monitor

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Review and Re-refer (if necessary)

At all stages the child's circumstances will be kept under review
The DSL/Staff will re-refer if required to ensure the **child's safety** is **paramount**

1. **Introduction:**

1.1 Ethos:

Altwood Church of England School is a community and all those directly connected (staff, governors, parents, families and students) have an essential role to play in making it safe and secure. Altwood Church of England School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children.

Altwood Church of England School fully recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our work in this area reflects fully our belief that each of us is made in the image and likeness of God and as such we are precious and should be treated with respect. Abuse of any sort is wholly wrong. We will do everything we can to promote and protect the rights of the individual. Our policy applies to all staff and volunteers working in the school, community education staff and governors. Learning support advisers, progress and behaviour staff, the administration team as well as teachers can be the first point of disclosure for a child. All staff need to be aware that an allegation of child abuse or neglect may lead to a criminal investigation, so no member of staff should do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

1.2 Principles:-

- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern
- The welfare of our children is paramount. All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance
- All adults in our school have a full and active part to play in protecting our students from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- This policy is used in conjunction with staff training and continued professional development to strengthen our whole school approach to safeguarding and to:-
  - o raise staff awareness of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse
  - o provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children
  - o emphasise the need for good levels of communication between all members of staff and develop and promote effective working relationships with other agencies, especially RBWM Multi Agency Safeguarding Board (https://rbwmsafeguardingpartnership.org.uk/) and the police
  - o develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse; ensure that the structured procedure is followed by school staff in cases of suspected abuse

- There are four main elements to our safeguarding policy:-
    - Prevention and education (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
    - Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
    - Support (for all students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
    - Working with parents and other agencies (to ensure appropriate communications and actions are undertaken).
- We will ensure that all staff read and understand:
    - Altwood School's Safeguarding and Child Protection policy
    - Altwood School's online safeguarding policy
    - Keeping Children Safe in Education (2023) [Part One] and school leaders and staff that work directly with children will also read Annex B
    - Altwood School's code of conduct
    - Altwood School's Behaviour Policy (amend as appropriate
- The procedures contained in this policy apply to all staff and governors and are consistent with those of the Royal Borough of Windsor and Maidenhead's Local Safeguarding Children Board (LSCB).

1.3 Culture of Safeguarding
- The School effectively embeds a culture of safeguarding throughout the school with staff, students, visitors, parents and governors
- All adult members of the school accept that **"it could happen here"**
- We keep the needs and welfare of the child at the core of our investigations, and actions
- We embrace the John 10:10 principle of "I have come that they may have life, and live it to the full"

2. **Context and purpose**

This policy sets out how the Governing Board, and Senior Leadership Team of the school is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002. It has been developed in accordance with the principles established by the Ofsted's Education Inspection Framework 2019, Children Acts 1989 and 2004 and related guidance. This includes:-

- DfE guidance Keeping Children Safe in Education (KCSIE) 2023
- Working Together to Safeguard Children 2023 (WTSC)
- Framework for the Assessment of Children in Need and their Families (2000)
- London Child Protection Procedures and Practice Guidance
- Inspecting Safeguarding in Early Years, Education and Skills
- Teachers' Standards
- What to do if you're worried a child is being abused
- Equality Act 2010: advice for schools
- Information sharing.

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are students at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

The school fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all students. This Safeguarding and Child Protection Policy is one of a range of documents

that set out the safeguarding responsibilities of the whole school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

Safeguarding information is published throughout the school and children know who they can talk to in school. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We are aware that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We are able to play a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection. Wherever the word "staff" is used, it covers all staff on site, including ancillary, supply and self-employed staff, contractors, volunteers and Governors. I t seeks to set out the principles and procedures we operate to protect children from harm. This policy provides information regarding our safeguarding responsibilities and details how these responsibilities should be carried out.

3. <u>Definitions</u>

"Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to student's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016)

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

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

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

Child includes everyone under the age of 18.

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

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual student situations or identifying features of families as part of their oversight responsibility.

The school acknowledges that this policy will incorporate a range of safeguarding issues including (but not limited to):-

- Bullying (including cyberbullying)
- Children missing education
- Child missing from home or care
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Domestic violence
- Drugs and alcohol
- Fabricated or induced illness
- Gangs and youth violence
- Hate

- Honour based violence, including Female Genital Mutilation (FGM) and Forced Marriage
- Mental health
- Online Safety
- Prevent (Radicalisation and extremism)
- Private fostering
- Relationship abuse and gender-based violence
- Youth Produced Sexual Imagery or "Sharing of nude or semi-nude images or videos"
- Trafficking
- Upskirting (as defined as a criminal offence in Voyeurism (Offences) Act 2019

(Also see Annex A within 'Keeping children safe in education' 2023 and Appendix 3)

Every member of staff at Altwood Church of England School recognises that children experiencing specific safeguarding issues identified above are no different from safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

4. <u>Related safeguarding policies</u>

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below (to be read and followed alongside this document):-

- Behaviour for Learning – including dealing with bullying
- DfE guidance on use of Physical Intervention / Restraint - Our policy regarding the use of reasonable force and physical restraint is that all staff should follow the guidelines found in the DfE document "Use of Reasonable Force" published in July 2013. Both reasonable force and physical restraint should only be used when essential for safeguarding children, and physical contact between staff and students is generally discouraged.
- DfE guidance on Searching, screening and confiscation
- E-Safety
- Staff Code of Conduct, including Acceptable Use Policy of technology and ICT (See Staff Handbook)
- Health and Safety
- Attendance and Admissions
- Risk Assessments (e.g. school trips, use of technology)
- First Aid
- Safer Recruitment
- Whistle-Blowing

All staff will be aware of the expectations on them. All staff will be reminded of this on an annual basis and sign to state that they are in receipt of it.

Supporting Guidance (to be read and followed alongside this document)
- "Teachers Standards" updated 2013
- "Safeguarding Disabled Children – Practice Guidance" - DSCF, 2009
- "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - Safer Recruitment Consortium, October 2015
- "What to do if you are worried a child is being abused" – DfE, March 2015
- "Disqualification Under the Childcare Act 2006" Updated 2016.
- "Keeping Children Safe In Education" 2023
- "Education Inspection Framework" Ofsted, 2019.
- "Working Together to Safeguard Children" December 2023.

These documents can be found internally at _S:\Safeguarding\Key documents_

5. <u>Key responsibilities</u>

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Altwood Church of England School forms part of the wider safeguarding system for children.

The governing body has read and will follow KCSIE 2023. Further information regarding the key strategic responsibilities of the governing body and Headteacher are identified in Appendix 1.

The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies and that locally agreed procedures are in place and followed within the school, and that the policy and structures supporting safeguarding children are reviewed at least annually.

The Governing Body, Headteacher and Leadership Team will ensure that the DSLand Deputy DSLs are properly supported in this role at a time, well-being and resource level.

5.1 <u>Designated Safeguarding Lead (DSL)</u>
The school has appointed a member of the leadership team (Gary Goodman, Assistant Headteacher) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the Royal Borough of Windsor and Maidenhead (RBWM) Local Safeguarding Children Board. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (including, but not limited to CPD training, local Inclusion Managers' Network Meetings, specific RBWM training events) at regular intervals, at least annually, to keep up with any developments relevant to their role.

The school has appointed additional staff to deputise for the DSL (**Bekki Lamb**, Head of Faith House; **Lourdes Gomez**, Head of Hope House; **Andrew Smith**, Head of Joy House; **Lianne Horwood**, Student Engagement Co-ordinator; **Emma Humpleman** and **Emma Whelan**, Behaviour Mentors; **Carolyn Williams,** Sixth Form Progress Champion). Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

It is the role of the DSL to:-
- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Co-ordinate safeguarding action for individual children
- Liaise with other agencies and professionals in line with Working Together to Safeguard Children
- Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help Hub and Multi-Agency Safeguarding Hub (MASH) as necessary
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child In need and Child Protection conferences)
- Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns

- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2023)

Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2023, part two.

5.2 Members of staff
All members of staff have a responsibility to:-

- provide a safe environment in which children can learn
- ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
- identify and recognise children who may be in need of extra help, who are suffering, or are likely to suffer significant harm
- provide help for children, where appropriate and reasonable
- take appropriate action to prevent safeguarding concerns escalating unnecessarily and work with other services as needed
- safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- maintain an attitude of "it could happen here" where safeguarding is concerned and to place the child's welfare and best interests at the centre of any actions and decisions taken
- respond to and refer any concerns about children or other members of the community in accordance with this policy
- provide information, as requested, to in preparation for Child In Need, Child Protection, Team Around the Child / Family or other safeguarding based meetings, using the supplied proforma
- not use personal equipment to take photographs of young people at the school, without express permission and arrangements being put in place by the Headteacher and / or DSL
- use the photographic consent information to guide whether to take photographs of students
- only use the photographs of students whose parents have declined photographic consent for internal use purposes with regard to student identification
- Only use one's school email account to communicate with students past and present
- Contribute towards, read and adhere to Altwood Church of England School policies

All members of staff in Altwood Church of England School know what to do if a child tells them they are being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See Appendix 4 for advice for staff on responding to safeguarding concerns.

Any issues of sharing of nude or semi-nude images or videos will be initially investigated and the information referred to the relevant local authority(ies). Advice will be sought from the MASH teams with regard to further action in terms of informing the family(ies) and carers and the local police. Where the actions have taken place outside of school, the impact in school will be considered in terms of considering what additional interventions and sanctions will take place via the school. Where the actions have involved school premises, property or services, additional interventions and / or sanctions will be utilised by the school in line with the Behaviour for Learning policy.

The welfare and safety of children are the responsibility of all staff in school and ANY concern for a student's welfare MUST always be reported to the DSL and / or Deputy DSLs.

5.3 Children and young people
Children and young people (students) have a responsibility to:-

- Contribute to the development of school safeguarding policies via appropriate student voice channels

- Read and adhere to (at a level appropriate to their age and ability) the school's safeguarding policies and procedures
- Seek help from a trusted adult if things go wrong or if they have concerns, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online
- Not view, use, or have switched on mobile phones during a school day when students are on the school site
- Abide by the school's Acceptable Use Policy on ICT, as agreed to at each login.
- Keep their online presence safe, regularly reviewing social media privacy settings, and considering what is posted carefully before doing so
- Not take pictures of adults or children at the school, without express permission from the school
- Not engage in any activity that would present significant risk to themselves or others or abuse of other children, including but not limited to:- bullying including online-bullying, missing school without a valid reason, going missing from home, engaging in or encouraging criminal or sexual activity, use of drugs or alcohol, gang activity, hate-based abuse, sexual harassment and violence, Female Genital Mutilation, Honour-based violence, taunting of others (particularly with reference to an aspect of their personal 'identity'), making threats, child-on-child abuse, use of violence, taking images or videos of others without their consent, racism, sexism, or of an inappropriate nature, sharing of nude or semi-nude images, under-age sexual activity, or sexual harassment

5.4 Parents and Carers
Parents and carers have a responsibility to:-
- Read the relevant school policies and procedures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate and safe behaviours at home and in the community
- Identify changes in behaviour which could indicate that their child is at risk of harm, including online
- Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
- Contribute to the development of the school's safeguarding policies

Parents can obtain a copy of related school policies on request via the school office altwood@altwoodschool.co.uk or can view many via the school website www.altwoodschool.co.uk

6. Local support

All members of staff in Altwood Church of England School are made aware of local support available.
RBWM Safeguarding queries on all aspects:-
Clive Haines clive.haines@achievingforchildren.org.uk
The Safeguarding Team also meets regularly and is in regular contact with the Early Help Hub school link social worker. Any queries regarding the present contact details for this local authority should be made via the Safeguarding Team or the MASH contacts below.

- **Contact details for the LADO (Local Authority Designated Officer)**
- Tel: 01628 683 202
- E-mail: LADO@achievingforchildren.org.uk

- **Multi Agency Services Hub (MASH) and Early help Hub (EHH)**
- Tel: 01628 683150
- E-mail: *MASH*@achievingforchildren.org.uk

- **Thames Valley Police**
- Tel: 101 (or 999 if there is an immediate risk of harm)

- **RBWM Local Safeguarding Children Board (LSCB)**
- Tel: 01628 683234
- Website: **The Royal Borough Windsor & Maidenhead Safeguarding Partnership website (rbwmsafeguardingpartnership.org.uk)**
- E-mail: Safeguarding.Partnership@rbwm.gov.uk

- **NSPCC** (what you can do to report abuse dedicated helpline) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college.
- Tel: 0800 0280285
- E-mail: help@nspcc.org.uk

7. Recognition and categories of abuse

All staff in school should be aware of the definitions, signs and symptoms of abuse. There are four categories of abuse:-
- **Physical abuse**
- **Emotional abuse**
- **Neglect**
- **Sexual abuse**

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 2. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' 2023 and 'What to do if you are worried a child is being abused' 2015.

Members of staff are made aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of honour-based violence, including forced marriage and female genital mutilation (FGM), children may be taken out of the country to be abused. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

8. Staff induction, awareness and training

All members of staff are provided with access of part one of the "*Keeping Children Safe in Education*" (2023) which covers Safeguarding information, Altwood School's Behaviour Policy, Safeguarding Policy and Whistleblowing Policy. School leaders read the entire document. School leaders and all members of staff who work directly with children access Annex A within Keeping Children Safe in Education 2023. Members of staff sign to confirm that they have read and understood Part One. **The Finance Office, namely Jo Carter keeps and maintains the information regarding staff understanding of the document.**

We will ensure that all staff are aware of:-

● the safeguarding response to children who go missing from education
● The role of the Designated Safeguarding Lead
● The identity of the school's Designated Safeguarding Lead and Deputies
● The additional vulnerabilities of children who are looked after / previously looked after, children with Special Educational Needs and Disabilities and children who are young carers.

Altwood School will publish the Safeguarding Policy on our website and hard copies will be available on request from the school office.

The DSL ensures that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is given to all visitors and volunteers as part of the signing in process at Reception to support this process. Visitors will only be issued with a badge and allowed on to site once they have acknowledged that they have read and understood the summary information.

All staff members receive appropriate safeguarding and child protection training (organised by the DSL) which will enables them to:-
• **Recognise** potential safeguarding and child protection concerns involving students and adults (colleagues, other professionals and parents / carers)
• **Respond** appropriately to safeguarding issues and take action in line with this policy
• **Record** concerns in line with the school policies
• **Refer** concerns to the DSL and be able to seek support external to the school if required

Staff receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and child-on-child abuse such as bullying and the sharing of nude or semi-nude images or videos can put children in danger. The staff training also includes school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members receive regular safeguarding and child protection updates via staff training sessions, staff briefing, dissemination of key documents, bespoke training or e-mail as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All members of staff are made aware of the Altwood Church of England School's expectations regarding safe and professional practice via the Staff Expectations and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.

The school recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for

all staff to contribute to and shape safeguarding arrangements and the safeguarding of all members of the school community. Staff are routinely invited to share questions, queries and suggested improvements with the Safeguarding Team and DSL, and raise any concerns regarding Health and Safety via their line management structure or directly to the school DSL.

The DSL and Headteacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

Staff are clear on expectations regarding their conduct.

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

9. Safe working practice

All members of staff are required to work within clear guidelines on safe working practice.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him / herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's **Behaviour for Learning Policy** and be aware of the statement on Physical Intervention cited earlier in this policy document. Any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015) which can be found [S:\Safeguarding\Key documents\Guidance for Safer Working Practice for Adults Who Work With Children and Young People in Education Settings 2015.pdf](S:\Safeguarding\Key documents\Guidance for Safer Working Practice for Adults Who Work With Children and Young People in Education Settings 2015.pdf)

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings, the school's Online Safety Policy and Acceptable Use Policy. Staff should only communicate with students past or present using their school email account, or school telephone.

10. Staff supervision and support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support via the DSL. Counselling is available from school and details can be found in the Staff Well-being Policy. The School has arrangements in place with Number 22 Counselling service so that all staff, with particular reference to the DSL, can gain access to counselling, including "Supervision".

All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.

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

The school will provide appropriate supervision and support for all members of staff to ensure that:-
- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Staff are able to create an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice to ensure they improve over time as part of the line management, performance review and appraisal process.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly. Further information about a range of supporting organisations can be found in Appendix 4.

11. Safe School and Safer Recruitment

11.1   Safer Recruitment
Altwood Church of England School is committed to ensuring that all steps are taken to recruit staff and volunteers who are safe to work with our students and have their welfare and protection as the highest priority. The Governing Body and Senior Leadership Team are responsible for ensuring that the school follows safer recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Governing Body will ensure that the Headteacher and other senior staff responsible for recruitment to complete accredited Safer Recruitment Training in line with government requirements.

11.2   Safe School
- At least one member of every recruitment panel has completed safer recruitment training within the last five years
- Safer recruitment practices are adhered to including appropriate DBS checks, reference checks and any additional checks relevant to the role undertaken
- All staff are aware of the need for maintaining appropriate and professional boundaries in their relationship with staff, students and parents and adhere to the school's code of conduct
- Adequate risk assessments are in place including for off-site activities, after school clubs and residential trips
- Any disciplinary proceedings against staff related to child protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education 2023, RBWM Multi Agency Safeguarding Board LADO and HR policy, procedures and guidance
- Staff have the confidence, and are fully aware of how to report misconduct, including low level concerns
- All staff receive information about Altwood's safeguarding arrangements, Code of Conduct, Safeguarding Policy, the role and names of the DSL and their deputies, and Keeping Children Safe in Education part 1 and Annex A on induction, as well as other relevant procedures such as health and safety and online safety
- All staff receive safeguarding and child protection training at induction, which is regularly updated. In addition, they receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required, but at least annually
- All members of staff are trained in and receive regular updates in online safety and reporting concerns

- All staff and governors have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
- The safeguarding and child protection policy is made available via our school website or other means and parents and carers are made aware of this policy and their entitlement to have a copy via the school handbook, newsletter or website
- All parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding Policy
- Altwood School provides a co-ordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans
- The names of the DSL and deputies are clearly advertised in the school
- On arrival at the school, all visitors are presented with a lanyard when signing in, and a summary of the Safeguarding Policy and evacuation procedure
- All staff will have access to Part 1 and Annex A of Keeping Children Safe in Education 2023 and will sign to say they have read and understood it. The DSL and the Governing Board are required to read the whole document.

11.3   Extended school and off-site arrangements
- Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply
- When our students attend off-site activities, we will ensure that effective child protection arrangements are in place
- When our students attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, and a site visit has taken place by the school, and risk assessments are in place. We follow the statutory guidance for alternative provision
- Where a parent has expressed their intention to remove a child from our school with a view to educating at home, we will work together with the parent, EHE co-ordinator and other professionals to ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant where a child has SEND, is vulnerable, or has a social worker.
- Where our students stay with host families abroad (for example, as part of a language exchange) the school will ensure that all available local safeguarding checks are carried out, compliant with the laws and regulations in force in the host jurisdiction. Parents will be informed of the extent of these checks to enable them to make a decision about whether their child should participate.

12. Safeguarding and child protection procedures

Altwood Church of England School adheres to the RBWM (local authority) procedures, as detailed below:-

"If staff have any concerns about a child's welfare, they must act on them immediately. Any concerns regarding indicators of abuse or neglect or signs that a child may be experiencing a safeguarding issue should be reported verbally to a member of the Safeguarding team, and recorded on CPOMS.

There will be occasions when staff may have concerns that lead to a suspicion that a student may be at risk, without hard evidence e.g. the student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed. This could be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

In these circumstances staff will exercise professional curiosity and will try to give the child the opportunity to talk, or to inform one of the pastoral or safeguarding teams to make further enquiries. It is fine for staff to ask the student if they are okay, or if they can help in any way.

Staff should record the concern on CPOMS and make a member of the safeguarding team aware verbally.

If the student does begin to reveal that they are being harmed, staff should follow the advice below regarding a student making a disclosure.

What to do if a student discloses to a member of staff

Remember the eight Rs: receive and reassure; respond; report; record; remember; review and relax (See Appendix 3 for more details)

It takes courage for a child to disclose abuse. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault, or they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and / or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

For some extra help: NSPCC Responding to a child's disclosure of abuse

During their conversation with the student staff will:-

- listen to what the child has to say and allow them to speak freely
- remain calm and not overact or act shocked or disgusted – the student may stop talking if they feel they are upsetting the listener
- Safeguarding team will keep a record of what is said by both the child and the adult, preferably a transcript
- ask for clarity on any words, pronunciations, language or description that is not fully understood
- reassure the child that it is not their fault and that they have done the right thing in telling someone
- not be afraid of silences – staff must remember how difficult it is for the student and allow them time to talk
- take what the child is disclosing seriously
- ask open questions and avoid asking leading questions
- avoid jumping to conclusions, speculation or make accusations
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused
- avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive, but may be interpreted by the child to mean they have done something wrong. There are multiple reasons why children delay disclosing
- tell the child what will happen next

If a student talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on. Staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on CPOMS in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed and it should also detail where the disclosure was made and who else was present. For physical signs of abuse, the body map must also be used. The record

should be handed to the DSL. The original record of the conversation can be typed up or scanned and uploaded to CPOMS.

Notifying parents

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL or one of the Deputies will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the SPA (Single Point of Access).

Where there are concerns about forced marriage, honour-based abuse or any harmful practice, parents should not be informed a referral is being made, as to do so may place the child at a significantly increased risk.

Making a referral to the Single Point of Access (SPA)

Concerns about a student or a disclosure should be discussed with the DSL and Safeguarding Team, who will help decide whether a referral to the SPA is appropriate. If a referral is needed, the DSL or a Deputy should make it. However, anyone, including children, can make a referral and if for any reason a staff member thinks a referral is appropriate and one has not been made, they can and should consider making a referral themselves.

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the student.

If you have not had any feedback from SPA within 72 hours of making the referral, it will be followed up by the school.

If, after a referral, the student's situation does not appear to be improving, the DSL and Safeguarding Team (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, the student's situation improves.

If a student is in immediate danger or is at risk of harm, a referral should be made to SPA and / or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.
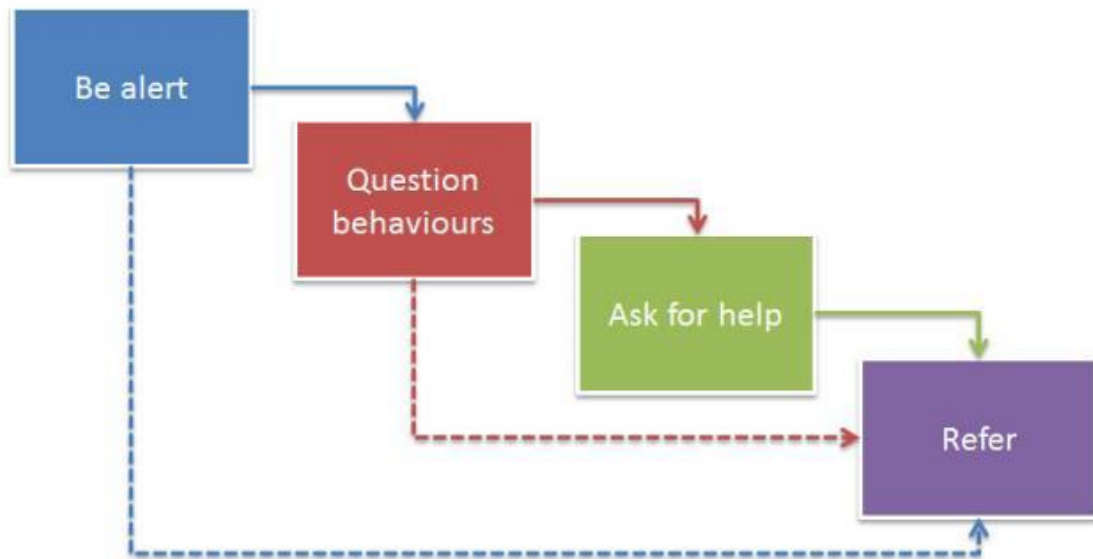
SPA: 01628 683150

OUT OF HOURS: 01344 786543

SPA referral form

Additional guidance for staff includes:-
- **'What to do if you are Worried About a Child Being Abused' (DfE 2015)**
- **Information Sharing advice for safeguarding practitioners (2015)**
- RBWM Multi Agency Threshold for Safeguarding the Child's Journey
- **The Assessment Framework for Children in Need and their Families (2000) (This policy has now been archived by the DoH, with no replacement published)**
- These documents can be found in the S:\Safeguarding\Key documents
- 'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and / or neglect.

All members of staff are expected to be aware of and follow this approach:

It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and / or the police.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

- To help with this decision the DSL may choose to consult with the MASH team.
- Advice may also be sought from the Early Help Hub.
- Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents / carers are made aware of these.

All members of staff are made aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If Early Help is assessed to be appropriate, the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Hub / MASH referral form. The DSL will keep all early help cases under review and will give consideration to making a referral to MASH if the situation does not appear to be improving for the child.

New referrals to services will be made using the agreed RBWM process i.e. Early Help Hub / MASH referral form. These will be made with reference to the RBWM Multi Agency Threshold for Safeguarding the Child's Journey. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made to the MASH team prior to the form being completed. Concerns for children who are already known to services will be passed to the allocated worker / team.

All members of staff are aware of the process for making referrals to MASH for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

In all but the most exceptional circumstances, parents / carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to MASH being necessary, parents /carers will be informed and consent to this will be sought unless there is a valid reason not to do so. If the DSL is unsure as to whether parents should be informed, he / she will request advice from the MASH team and / or social worker.

In the absence of the availability or appropriateness of the DSL and Deputy DSLs to discuss an immediate and urgent concern, staff can seek advice from the MASH team. If anyone other than the DSL were to make a referral to external services, then they would inform the DSL as soon as would be possible and practicable.

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered.

If following this process, the staff member remains concerned that appropriate action is not being taken then the member of staff should seek further direct consultation from a member of the MASH team who will be able to discuss the concern and provide further advice on appropriate action to be taken.

If after a referral a child's situation does not appear to be improving then the DSL (or the person that made the referral) will press for reconsideration to ensure that the school's concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the RBWM's LSCB procedures and DSLs may request support via Children's Services.

13. Record keeping

Staff will record any welfare concern that they have about a child on the CPOMS (with a body map where injuries have been observed) and also verbally inform, in person without delay, the DSL or another member of the Safeguarding Team. Records will be completed as soon as possible after the incident / event, using the child's words and will be signed and dated.

Members of staff are in any doubt about recording requirements, then they will discuss their concerns with DSL.

Incident / concern forms are available through digital entry on CPOMS

Safeguarding records are kept for individual children and separate from all other records relating to the child in school. They are retained centrally and securely by the DSL and Safeguarding Team on CPOMS, and information is shared with staff on a 'need to know' basis only. The school is transitioning to all records being entered and maintained on CPOMS as digital copies. Students with previously held paper based records are having their records scanned and uploaded to CPOMS, in order of level of need in the following order or priority:-
1. Those on an active Child Protection Plan
2. Those on an active Child In Need Plan
3. Those who are an active and current concern
4. Those formerly on a CP Plan
5. Those formerly on a CIN Plan
6. Those formerly of concern

It may be that some of the files remain as paper-based copies, especially for older students, and are dealt with in accordance with secure practices and timescales.

The Headteacher will be kept informed of any significant issues by the DSL.

All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school or setting, under confidential and separate cover to the new DSL or Headteacher and a receipt of delivery will be obtained. Where possible, this will take place digitally to schools who also use the CPOMS, or compatible, technology.

If Altwood is the last school that the student attends, their child protection file will be securely stored by the school until seven years after they left the school, when it will be securely destroyed.

Detailed guidance on Record Keeping is found in a separate document "Guidance for Safeguarding Record Keeping in Schools". All Staff will familiarise themselves with the responsibilities as outlined in this document.
This document is located at S:\Safeguarding\Key documents\Guidance for Safeguarding Record Keeping In Schools 2011.pdf

14. Working with other agencies

Altwood Church of England School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. It will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents / carers as appropriate.

Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will, however, contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these investigations take place.

Altwood Church of England School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Group meetings, Strategy Meetings, Child in Need meetings and Teams Around the Family meetings.

The Senior Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

'Early help' and interagency working

At Altwood School we are prepared to identify children who may benefit from "early help", which means providing support as soon as possible once a problem emerges in a child's life. In the first instance staff should discuss early help requirements with the DSL.

Any child may benefit from early help, but at Altwood School we are particularly aware of the potential need for early help for a child who:-

- is disabled and has specific additional needs
- has special educational needs (whether or not they have an EHCP)
- is a young carer
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- is CME or missing from home
- is misusing drugs or alcohol

- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and / or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child
- has emerging challenging behaviours.

The safeguarding team can take a case to the Early Help to seek multi-agency support.

If Early Help and / or other support is appropriate, the case will be kept under review and consideration given to a referral to children's social care if the child's situation does not appear to be improving. The DSL is aware of the local escalation policy and procedures. We work closely with local professional agencies including social care, the police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated 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.

As part of meeting a child's needs, our Governing Board recognises the importance of sharing information between professionals and local agencies. 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.
Early Help Strategy

15. Confidentiality and information sharing

Altwood Church of England School recognises that all matters relating to child protection are confidential. The Headteacher, DSL, and Safeguarding Team will only disclose information about a student to other members of staff on a need to know basis.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues to which they have access as a result of their role confidential, they also have a professional responsibility to share information with other agencies and professionals in order to safeguard children, and that the Data Protection Act 2018 and GDPR do not impinge upon this responsibility. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. The DfE emphasises that: "The Data Protection Act 2018 and GDPR do not prevent, or limit, 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 promote the welfare and protect the safety of children."

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSL will only disclose information about a student to other members of staff on a need to know basis.

DfE Guidance on Information Sharing (March 2015) provides further detail. S:\Safeguarding\Key documents\Information Sharing Advice for Safeguarding Practitioners.pdf
Altwood School is aware that the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2023) and share information between professionals and agencies where there are concerns.

We will always undertake to share our intention to refer a child to SPA with their parents / carers unless to do so could put the student at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with SPA on this point.

If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the SPA to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

16. Complaints

The school has a Complaints Procedure available to parents, students and members of staff who wish to report concerns.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under specific procedures, which are available from the Headtracher's PA.

The school has a whole school approach to safeguarding and we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Despite all efforts to recruit safely, there may be occasions when allegations of abuse against children are reported to have been committed by staff, supply staff, practitioners and / or volunteers, who work with students in our school.

An allegation is any information which indicates that a member of staff, supply staff or volunteer may have:-

- behaved in a way that has, 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 they may pose a risk of harm to children.

This applies to any child the member of staff, supply staff or volunteer has contact with in their personal, professional or community life, as if they had child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school's code of conduct and the 'Guidance for safer working practice for adults who work with children and young people in education settings'

Guidance for safer working practice 2019

Guidance for safer working practice addendum April 2020

All staff should be aware of Altwood School's Behaviour for Learning Policy.

All school staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with individual students or parents to be conducted in view of other adults.

We understand that a student may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which

suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher or the DSL.

The Headteacher, the DSL, or in the absence of the Headteacher the Deputy Headteacher, on all such occasions will discuss the content of the allegation with the local authority designated officer (LADO) within 24 hours and before taking any further action, and preferably before the end of the school day.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the Headteacher first.

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by police or Children's Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:-
● the vulnerability of children away from home
● the higher standards of conduct demanded by law and regulation of those caring for other people's children
● the position of trust enjoyed by such people

Altwood School will follow [Keeping Children Safe in Education 2023](#) for managing allegations against staff and procedures.

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and potentially an HR consultant in making this decision. All options to avoid suspension will be considered. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors in consultation with the LADO and potentially HR.

If the allegation is regarding supply staff, the school will ensure that allegations are dealt with properly. In no circumstances will the school 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 school will discuss with the agency whether it is appropriate to suspend the supply worker, or redeploy them to another part of the school, whilst they carry out their investigation.

If an allegation pertains to another adult not employed directly by the school, for example catering staff, cleaning staff, peripatetic teachers, sports coaches or a former member of staff, the school will work directly with the employing agency and the LADO as described above.

We will ensure that all external agencies used are provided with details of the school's process for managing information.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. If a teacher is dismissed due to serious misconduct, or might have been dismissed had they not left first, consideration will be given as to whether to refer the case to the Secretary of State via the Teaching Regulation Agency.

Low level concerns
The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no

matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:-
• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
• does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:-
• being overly friendly with children
• having favourites
• taking photographs of children on their mobile phone
• engaging with a child on a one-to-one basis in a secluded area or behind a closed door
• using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

The culture of our school is such that staff are encouraged to pass on low level concerns to the DSL or the Headteacher. These concerns will be recorded and dealt with appropriately.

Ensuring they are dealt with effectively will also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the Senior Leadership Team.

All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 800 5000 (8:00 am to 8:00 pm Monday to Friday) or email: help@nspcc.org.uk

When in doubt – consult

17. Whistleblowing

The Staff and Governors of Altwood Church of England School seek to run all aspects of school business and activity with full regard for high standards of conduct and integrity. In the event that members of the school staff, parents, governors or the school community at large become aware of activities which give cause for concern, Altwood Church of England School has established a Whistleblowing Policy, or code of practice, which acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion.

Altwood Church of England School is committed to safeguarding all young people with whom members of staff and volunteers at Altwood come in to contact. The school recognises that some concerns may be extremely sensitive and has therefore developed a system which allows for the confidential raising of concerns within the school environment but also has recourse to an external party outside the management structure of the school.

Our school works hard to encourage a culture of mutual respect and learning. We welcome comments and feedback and provide staff, students and parents with a safe mechanism to raise any concerns.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

In the first instance this should be raised with the Headteacher, the DSL or the Chair of Governors. If it becomes necessary to consult outside the school, they should speak to the LADO for further guidance and support.

Altwood Church of England School is committed to creating a climate of trust and openness so that a person who has a genuine concern or suspicion can raise the matter with full confidence that the matter will be appropriately considered and resolved. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

Further details of the full policy are available internally at S:\Finance Manuals - Processes & Procedures.

18. Physical Intervention

Altwood School promotes a positive environment for all staff, students, volunteers and visitors. Staff should always employ de-escalation techniques to stop situations escalating and we acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others. At all times, minimal force is used to prevent injury to another person.

All incidents involving physical intervention will be recorded and signed by a witness.
We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
We recognise that touch is appropriate in the context or working with children, and all staff have been given 'safe practice' guidance to ensure they are clear about their professional boundaries.
Positive environments where children can flourish
Use of reasonable force in schools

19. Allegations against students

Altwood Church of England School recognises that children are capable of abusing their peers. Child-on-child abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), sexualised bullying, harassment and violence and sharing of nude or semi-nude images or videos. The school is mindful that some potential issues may be affected by the sex, gender, race, religion, age, sexual orientation, ability and culture of those involved.

Altwood Church of England School believes that abuse is abuse and it will never be tolerated, dismissed or minimised. The school will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and sources of support both within the school and externally (such as Thames Valley Police, ChildLine, NSPCC, Samaritans etc.). Students are informed of this via assemblies, tutor times, during the PSHCE provision, on a 1:1 or small group basis as appropriate.

Students who have been experienced child-on-child abuse will be supported by:-
- Being reassured that they will be listened to, and their concerns will be taken seriously
- Offering them a prompt opportunity to discuss the experience with a member of staff (preferably of their choice, where possible and appropriate)

- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate
- Providing reassurance and ongoing support
- Working with the wider community and local and / or national organisations to provide further or specialist advice and guidance
- An opportunity for a restorative justice approach to resolving the matter

Students who are alleged to have abused other students will be helped by:-
- Discussing what happened, establishing the specific concern and the need for behaviour to change.
- Presumption of innocence, but guided by evidence. The final decision with regard to level of responsibility for the alleged student will be at the Headteacher's discretion and based on the balance of probability as determined by all of the available evidence
- Informing parents / carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning them in line with the school's Behaviour for Learning policy. This may include contact with family, restorative justice, official warnings, detentions, removal of privileges (including denial of online access), internal isolations from lessons, suspensions and permanent exclusions
- Speaking with police or other local services (such as EHH or children's specialist services) as appropriate

Further information about the school's response to allegations of abuse against students can be located in the Behaviour for Learning policy, E-Safety contained within this document.

Altwood Church of England School is aware that children can be at risk of harm as a result of their own behaviour.

20. Safeguarding children with special educational needs and disabilities and other vulnerabilities

Altwood Church of England School acknowledges that children with special educational needs and disabilities (SEND) and other vulnerabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Altwood Church of England School will ensure that children with SEND, specifically those with communication difficulties will be supported to ensure that their voice is both heard and acted upon. Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to explore possible indicators of abuse such as behaviour or mood change or injuries appropriately and not to assume that they are related to the child's disability and be aware that children with SEND may not always outwardly display indicators of abuse.
The SEND code of Practice is a useful source of information, and further support is available from specialist organisations such as SENDIASS.

Further, we are aware of other vulnerabilities that may make students more at risk of harm, and these include, but are not limited to:-
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the local authority (CLA) or otherwise living away from home
- vulnerable to being bullied, or engaging in bullying behaviours

- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- already perceived as a 'problem'

Children who have a social worker

Children may need a social worker due to safeguarding and / or welfare needs. This may be due to abuse, neglect or complex family circumstances. Altwood School recognises that 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.

The local authorities will share the fact that a child has a social worker with the school, and the DSL will ensure that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and promoting welfare (for example, considering the provision of pastoral and / or academic support, alongside action by statutory services).

The role of the Virtual School has been extended to provide advice and support to children who are subject to a child in need plan or a child protection plan.

Children Looked After (CLA) and previously looked after

The most common reasons for children becoming looked after is as a result of abuse and / or neglect. Altwood School will ensure that staff have the necessary skills and knowledge to keep CLA and previously looked after safe. Appropriate staff will have the information they need in relation to a CLA's legal status (for example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated) and the level of authority delegated by the caring authority to the carer.
The designated teacher for children looked after is Ms Gail Prince.

The designated teacher will:-

- promote a culture of high expectations and aspirations for how CLA and previously looked after learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that the children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of all CLA's personal education plans (PEPs) within the school

Role and responsibilities of the designated teacher

The designated teacher has attended appropriate training and ensures that the school has the up-to-date details of the allocated social worker / personal adviser (care leavers) and the virtual school headteacher in the local authority that looks after the child. Details of the AfC Virtual School can be found at: AfC Virtual School

21. Curriculum and staying safe

Altwood Church of England School recognises that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour: what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

The school will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertion and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.

Students will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health, citizenship and economic education (PSHCE), and through relationships education, sex and relationship education (SRE) and Health education. This will be specifically via the Personal Development (PD) provision for Key Stage 4, covering 5 periods per term on calendered days and periods, PSHCE lessons for Key Stage 3, but also through assemblies, tutor times and in lessons. This will include, but is not limited, to:- bullying (including cyber bullying), radicalisation and extremism, personal safety, child sexual exploitation (CSE), child criminal exploitation (CCE), "honour based violence", female genital mutilation, self-esteem, knife crime, stranger danger, road and rail safety, fire safety, drugs and alcohol abuse, sexual abuse, consent, neglect, gender based violence, positive relationships, sexual assaults and sexual violence and sharing of nude or semi-nude images or videos, mental health, consumer safety, and whom to talk to.

Systems have been established to support the empowerment of children to talk to a range of staff Children at Altwood Church of England School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day to day classroom interaction and support will include:-
- School and House Council (Altwood Parliament)
- Peer-mentoring systems
- PSHE events
- Feedback questionnaires with groups of children
- Anti-bullying activities
- Achievement Centre, including Behaviour Mentors, counsellors from Number 22, Attendance Officer and NHS Mental Health Support Team colleagues
- Posters in each classroom detailing key purpose of the Safeguarding Team, its members and their locations

22. E-safety

22.1 What is E-Safety?

It is recognised by Altwood Church of England School that the use of technology creates great teaching and learning opportunities, whilst also presenting particular challenges and risks to children and adults both inside and outside of school related to their use.
The school recognises that it is its duty of care alongside that of parents and other members of the community to protect our children from these dangers and this can be achieved by many different mechanisms working together.

The school identifies that the issues classified within E-safety are considerable, but can be broadly categorised into three areas of risk:-
- **content:** being exposed to illegal, inappropriate or harmful material

- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm

Student activities that can increase their risk of harm include:-
- Bullying via chat, text or email
- Obsessive gaming or internet use
- Accessing gambling or sexual content
- Illegal behaviour
- Sharing of nude or semi-nude images and videos

22.2 Purpose of E-Safety policy

The purpose of this e-safety policy is to outline what measures the school takes to ensure that students can work in an e-safe environment and that any e-safety issue is detected and dealt with in a timely and appropriate fashion.

22.3 General policy statement

The school will endeavour to ensure the e-safety of all school members. It will use education, technology, accountability, responsibility and legislation as the key ways to achieve this.

22.4 Whole school responsibilities for E-safety

Within the school, all members of staff and students are responsible for e-safety.
Responsibilities for each group include:-
Students:-
- Participating in and gaining an understanding of e-safety issues and the safe responses from e-safety training sessions.
- Compliance with a highly visible students' Acceptable Use Policy (AUP) which students must agree to each time they use school ICT equipment either in the school or remotely which connects to the internet.
- Reporting any e-safety issue to the teacher, Head of House or parent.
- Taking responsibility for their own actions using the internet and communications technologies.

All Staff:-
- Having a clear understanding of e-safety issues and the required actions from e-safety training sessions, of the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- Reporting any e-safety issues to the DSL & IT Team as soon as the issue is detected
- Complying with a highly visible staff Acceptable Use Policy (AUP) each time they use school ICT equipment either in the school or remotely which connects to the internet
- Raise any concerns regarding PREVENT, extremism or safeguarding matters to the DSL or a deputy in line with this policy

Teaching Staff:-
- Educating students on e-safety through specific e-safety training sessions and re-enforcing this training in the day to day use of ICT in the classroom
- Ensure that only school email is used to communicate with students past and present. Avoid use of social media or other communication channels with students past and present

Network Managers (Dan Capel & Gregor Pawlik):-
- Ensure that appropriate technological filtering and monitoring systems are in place when students and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.
- Monitoring the technology systems which track student internet use to detect e-safety breaches.
- Ensuring that all information captured using these systems is secure, accessible to the appropriate members of staff, and stored in a robust manner. In addition, securing and preserving evidence of any e-safety breach
- Checking and auditing all systems to ensure that no inappropriate data is stored or is accessible.
- Working with the Headteacher, review and advise on e-safety and acceptable use policies.
- Assisting in the resolution of e-safety issues with the Headteacher and Pastoral leadership.

ICT department:-
- Leading the development of the e-safety education programme for students and staff.
- Managing a parental awareness programme for e-safety.

Headteacher:-
- Dealing with E-safety breaches from reporting through to resolution in conjunction with the ICT support team
- Working with ICT team to create, review and advise on E-safety and acceptable use policies
- Working with outside agencies including the police where appropriate
- Maintaining a log of all e-safety issues

SLT:-
- The DSL and Senior Leadership Team should read annex D regarding Online Safety within 'Keeping children safe in education' 2023

22.5 How the school ensures E-safety in the classroom:-

Educating students in e-safety
A clear objective of the school is to educate students in safe use of ICT and the internet. We feel this is one of the best ways to minimise the potential for any e-safety issues to occur. Students will receive specific e-safety lessons aimed at ensuring that:-
- Students know the e-safety risks that exist and how to identify risk
- Students know how to mitigate against e-safety risks by using e-safe practices whilst online
- Students know when, how and to whom, to report instances when their e-safety may have been compromised
- Students know that they are in an environment that encourages them to report e- safety issues without risk of reprimand, humiliation or embarrassment
- All members of staff will have a duty to reinforce e- safety practices wherever possible and will offer students advice and support in the classroom where minor e-safety incidents have occurred
- E-Safety education information has high visibility in the school
- The school ensures a comprehensive whole school curriculum response is in place to enable all students to learn about and manage online risks effectively and supports parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online

- Mobile phones are not permitted to be used on site by students at any point (other than Sixth Formers in the Sixth Form Centre). Mobile phone networks can be accessed easily, and each smart phone carries both a still and moving image camera, along with microphone. Thus, to safeguard young people and their privacy, any phones seen or heard being used will be confiscated for parents or carers to collect.

Acceptable Use Policies

All school members i.e. students, staff and parents must agree to an Acceptable Use Policy (AUP) before they can use school ICT systems. With respect to e-safety the AUP details:-

- The user's responsibilities
- Activities which are appropriate and inappropriate
- Best practice guidelines
- How the school will monitor e-safety
- What information is collected

Altwood Church of England School acknowledges that whilst filtering and monitoring is an important part of school's online safety responsibilities, it is only one part of its role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. The school does not allow mobile telephones to be switched on or used by students on site. This reduces the risk of potential harm and / or abuse during the school day. 6th Formers may use their phones and "own devices" inside the 6th Form Centre. Failure to abide by this element of the school's Behaviour for Learning policy will result in the confiscation of the telephone until parents can collect.

How E-safety is monitored

- The Behaviour Mentors and DSL, along with the Network Managers, will actively monitor students' ICT activity using a monitoring system which can flag potential e-safety issues. Issues with regard to safeguarding and extremist matters are alerted as an urgent alert by SENSO, the monitoring and filtering software. This will be investigated by Deputy DSLs and action taken as appropriate
- A weekly log is sent to DSL and Behaviour Mentors covering lower level concerns. Where these are of a behavioural nature, the class teacher is informed; where they are of a safeguarding nature, normal procedures are followed; where the matter occurred outside of school, parents and carers will be informed
- Deputy DSLs monitor and amend the lists of words and acronyms picked up by SENSO as appropriate
- Records are kept on SENSO regarding actions taken, and shared on to CPOMS as appropriate
- The ICT teaching staff will periodically review internet access logs to track any websites which could potentially present an e-safety issue
- The Network Managers will periodically review the E-Safety log to track and trends and use the information to look at ways of improving the student's e-safety
- Teaching staff will directly monitor the students' ICT and internet use in the classroom

How technology is used

The school will employ a variety of different technologies to help to ensure e-safety for all school members:-

- The school will use internet filtering to block inappropriate content and in addition block websites which are irrelevant to the student's programme of study and are considered time wasting
- The school will use a system which tracks all student activity on the school's computers. This system will automatically flag potential e-safety issues which

will be monitored and then can be investigated by the ICT staff and pastoral teams. See above for details.

- The school will restrict which activities the students can perform using ICT and the internet through systems, security policy and access control
- Teaching staff will use control mechanisms to attempt to limit the applications and websites which the students can visit whilst using ICT within a lesson
- SENSO will be used to facilitate teaching staff to monitor and intervene on students' use of computers

22.6 How the school will respond to issues of misuse

The following are provided for the purpose of example only. Whenever a student or staff member infringes the E-Safety Policy, the final decision on the level of sanction will be at the discretion of the Headteacher.

Students:-

Category A infringements
- Use of non-educational sites during lessons
- Unauthorised use of email
- Unauthorised use of mobile phone (or other new technologies) during the school day
- Use of unauthorised instant messaging / social networking sites.

[Possible Sanctions: **referred to Head of House/ Head of IT and Computing** / contact with parent / removal of Internet access rights for a period; if seen with phone between 8.45am and 3.10pm, phone will be confiscated and collected by parent]

Category B infringements
- Continued use of non-educational sites during lessons after having been warned
- Continued unauthorised use of email after being warned
- Continued unauthorised use of mobile phone (or other new technologies) after first sanction
- Accidentally accessing offensive material and not notifying a member of staff of it

[Possible Sanctions: referred to Head of House/ Head of ICT / contact with parent / removal of Internet access rights for an extended period / exclusion / no longer allowed to bring phone to school]

Category C infringements
- Deliberately corrupting or destroying someone's data, violating privacy of others
- Sending an email that is regarded as harassment, intimidatory or of a bullying nature (one-off incident)
- Deliberately trying to access offensive or pornographic material
- Any purchasing or ordering of items over the Internet
- Transmission of commercial or advertising material

[Possible Sanctions: referred to Head of House/ Head of ICT / Assistant Head (Pastoral) / Headteacher / contact with parents / removal of equipment / removal of Internet and/or Learning Platform access rights for an extended period / suspension / permanent exclusion / referral to police]

Category D infringements
- Continued sending of emails or e-messages regarded as harassment or of an intimidatory or bullying nature after previous sanction
- Deliberately accessing, downloading and disseminating any material deemed offensive, obscene, defamatory, or hate based

- Receipt or transmission of material that infringes the copyright of another person or infringes the conditions of the Data Protection Act, revised 1988
- Bringing the school's name into disrepute

[Possible Sanctions - Referred to Assistant Head with responsibility for Behaviour / Headteacher / parent informed / suspension / permanent exclusion / removal of equipment / referral to police]

Staff:-

Category A infringements (Misconduct)
- Excessive use of Internet for personal activities not related to professional development e.g. online shopping, personal email, instant messaging etc.
- Misuse of first level data security, e.g. wrongful use of passwords
- Breaching copyright or license e.g. installing unlicensed software on network

[Sanction - referred to line manager / Headteacher / Warning given.]

Category B infringements (Gross Misconduct)
- Serious misuse of, or deliberate damage to, any school computer hardware or software;
- Any deliberate attempt to breach data protection or computer security rules;
- Deliberately accessing, downloading and disseminating any material deemed offensive, obscene, defamatory, racist, homophobic, violent or hate based;
- Receipt or transmission of material that infringes the copyright of another person or infringes the conditions of the Data Protection Act, revised 1988;
- Bringing the school into disrepute.

[Sanction - referred to Headteacher and follow school disciplinary procedures / Police / Governors]

Child Pornography:
In the case of child pornography being found, the member of staff will be immediately suspended and the school disciplinary procedures implemented.

Other safeguarding actions:
- Remove the PC to a secure place to ensure that there is no further access to the PC or laptop
- Instigate an audit of all ICT equipment to ensure there is no risk of students accessing inappropriate materials in school or via school equipment
- Identify the precise details of the material
- Where appropriate, involve external agencies as part of these investigations

How will staff and students be informed of these procedures?
- Procedures are included within the school's e-safety / Acceptable Use Policy. All staff are required to sign the school's E-safety Policy acceptance form;
- Students will be instructed about responsible and acceptable use and given strategies to develop 'safe behaviours' through ICT lessons. Students are required to sign an age appropriate e-safety / acceptable use form;
- The school's e-safety policy will be made available to parents who are required to sign an acceptance form when their child starts at the school.

22.7 <u>Working with parents and the community</u>

Clearly many school students will also have access to ICT and the internet at home, often without some of the safeguards that are presents within the school environment. Therefore parents must often be extra vigilant about their child's e-safety at home.

One of the goals of the school is to support parent's role in providing an e-safe environment for their children to work in outside the school. The school does this in several ways, including publishing e-safety information and directing parents to external e-safety advisories via the school website.

22.8 <u>Acceptable Use Policies</u>

The school has the following acceptable use policies in place which must be agreed to before the relevant individuals will be able to access ICT systems and the internet:-

- Staff ICT and the Internet Acceptable Use Policy
- Students ICT and the Internet Acceptable Use Policy
- Parents Acceptable Use Policy for Parents Portal Access.
- A copy of these policies is available on request. The school will regularly review and update these policies.

23. The use of school premises by other organisations

Where services or activities are provided separately by another body using the school premises, the school will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not achieved then an application to use premises will be refused.

The school accepts its responsibilities with regard to employing its safeguarding practices if it were to receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children. As with any safeguarding allegation, we will follow this policy and related procedures, including informing the LADO.

24. Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. The school operates within a whole-school community ethos and welcomes comments from students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors' badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

<u>All visitors to the site must read the outline version of the Safeguarding Policy and acknowledge receipt of it before being issued with a visitors' badge.</u>

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

25. Media recordings, audio, image and video (including digital files)

The vast majority of people who take or view images or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect students, we will:-

- Seek their consent and parental consent for photographs to be taken or published; for example on the school's social media accounts, on our website or in newspapers or publications
- Use only the student's first name with an image
- Ensure that students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them
- Ensure that students do not take photographs or video images of other students without their express permission and the permission of a member of staff
- The school will attempt to keep an eye on social media, apps and webpages to ensure the school is not brought in to disrepute and posts and images or videos do not portray students without their consent

Staff are permitted to make media recordings to support educational aims but must not have saved images of students on personal devices, and forward them to the relevant member of staff for posting on social media. Media images must be taken, edited, stored or archived on to school systems.

26 Child Sexual Exploitation

26.1 Introduction

Child Sexual Exploitation (CSE) is a growing and serious concern and recognised as a form of child sexual abuse. This section of the policy is a recognition of this concern and our commitment to protecting and supporting the school community and working with partner agencies to achieve this.

Altwood Church of England School strives to support and teach students about how to make positive choices and informed decisions in their relationships so that they develop awareness and can protect themselves from all potential forms of sexual exploitation and abuse. As a school we promote healthy friendships and relationships through the school ethos, school policies, student-staff relationships and the PSHE and Citizenship curriculum. An awareness of the risk factors and signs and indicators of CSE is key for all staff as is how to access support and guidance.

The purpose of this section of the policy is to create a considered and consistent approach to dealing with CSE at Altwood Church of England School.

26.2 Aims and objectives:-

- Increase awareness and understanding of CSE within the school setting
- Raise awareness of the risk factors and warning signs of CSE
- Provide relevant information and guidance on CSE, which is accessible to staff, parents / carers and students
- Provide a consistent approach when dealing with CSE
- Make available support for students, parents / carers and staff in the event of concerns arising in relation to CSE
- Enable those seeking help to feel secure and supported

There are six key principles to bear in mind:-

1. Sexual exploitation includes sexual, physical and emotional abuse, and, in some cases, neglect
2. Children and young people do not make informed choices to enter or remain in sexual exploitation, but do so due to coercion, enticement, manipulation or desperation
3. Young people under 16 cannot consent to sexual activity: sexual intercourse with children under the age of 13 is statutory rape. (Sexual Offences Act 2003)
4. Sexually exploited children and young people should be treated as victims of abuse, not as offenders
5. Many sexually exploited young people have difficulty distinguishing between their own choices about sex and sexuality, and the sexual activities they are coerced into. This potential confusion should be handled with care and sensitivity by professionals
6. The primary law enforcement effort must be made against the coercers and adults who sexually exploit young people. In some cases young people themselves may exploit other young people, and in these cases law enforcement action may also be necessary

26.3 Vulnerability factors to CSE

Children are more vulnerable to abuse through sexual exploitation if they have experience of one or more of the following:-
• Child sexual abuse
• Domestic violence within the family
• Family breakdown
• Physical abuse and emotional deprivation
• Bullying in or out of school
• Family involvement in sexual exploitation
• Parents with a high level of vulnerabilities (drug / alcohol, mental health, learning difficulties etc)
• Drug / alcohol, mental health or other difficulties themselves
• Being looked after in residential care
• Going missing frequently

By virtue of regular contact with young people, school staff are well placed to notice changes in behaviour and physical signs which may indicate involvement in sexual exploitation. School staff should also be mindful of the risks posed by CSE and remain alert to the potential for this and need to respond immediately.

In the event of staff having concerns relating to CSE, this information should be shared immediately with the DSL(s). The concerns will be reviewed and appropriate action taken.

Where appropriate, consultation will take place with the Referral and Assessment Team and / or the Borough worker for Missing Persons / Child Sexual Exploitation Co-ordinator.

26.4 CSE Support

A multi-agency approach is adopted to ensure holistic support is available – potentially involving partner agencies such as the Police, Early Help Hub, Social Services, School Nurse, the Missing Persons / Child Sexual Exploitation Co-ordinator and the Youth and Family Support Service.

26.5 Prevention

Staff are made aware of this policy and the importance of on-going vigilance and early intervention to prevent the likelihood for sexual exploitation and abuse occurring.

The issue of CSE is also raised on different levels within the school and will be informed by support and guidance from the Local Authority and partner agencies as appropriate:-

At a whole school level:
Achieved through staff briefings and student assemblies which provide information and guidance relating to CSE as well as the support available in school and through external agencies.

Information and guidance:
Provided and reinforced through tutor time and the PSHCE curriculum via personal Development Days. This provides positive guidance and advice to facilitate and support healthy personal and social development, along with E-Safety issues.

At an individual level:
Where concerns are identified or suspected (through information received or disclosed) a response will be fashioned in line with this policy. All expressions of concern will be taken seriously and investigated.

It is accepted that all children and young people may potentially be at risk of online CSE.

Altwood Church of England School commits to having appropriate staff complete CEOP training and attend Borough training on CSE to ensure that appropriate knowledge and skills are available to support the school community.

26.6 Confidentiality

It is appreciated some students may feel anxious about seeking help due to concerns about sharing of information and confidentiality. The school always strives to share information on a 'need to know' basis and manage information discreetly and sensitively. Therefore, information will only be shared in the child or young person's best interest.

26.7 Parental Involvement

The school seeks, wherever possible, to establish a positive partnership with parents and carers and to work proactively to support students and their families.

If a concern is raised either by a young person or a peer, it would be usual to initiate contact with home. It is often the case that the parents / carers will be invited to attend a meeting with the DSL or one of the Deputies and potentially pastoral team. The student involved will also be asked to attend this meeting, if appropriate. The concerns raised will be discussed and an action plan may be formulated to address concerns.

In specific circumstances it may not be possible to contact the parents / carers prior to sharing information and concerns. Professional guidance will be sought and every effort made to communicate with parents / carers as soon as possible whilst ensuring the safety and well-being of students.

26.8 Monitoring and Evaluation

The identification or disclosure of CSE will be recorded and securely stored. Information will be shared on a 'need to know' basis to ensure the safety and well-being those involved.

Any communication with home, or meetings with the child will be recorded and the relevant bodies will be informed about issues or concerns.

27. Children Missing Education:

All children, regardless of their circumstances, are entitled to a full-time education (and all of the opportunities this affords) which is suitable to their age, ability, aptitude and any special educational needs they may have. Altwood Church of England School monitors attendance closely and works with our partner local authorities and to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education from our roll. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage and other harmful practices.

The Attendance Officer follows up with parents / carers with regard to unauthorised attendances and raises concerns to the Education Welfare Service via the relevant Education Welfare Officer. Students who are "persistently absent" from school i.e. with an attendance of under 90% are also discussed with the Education Welfare Officer to ensure that they are not at risk of missing education.

Colleagues who become concerned over a student missing education for any reason will raise their concerns to the DSL and / or the Attendance Officer. These processes will help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Any student deemed at risk of being a CME will be placed on to the school's priority contact list for first day of absence so that the risk can be mitigated, wherever possible, or swift action can be taken to safeguard the child(ren).

The DSL is also the lead for Attendance, and oversight of those children absent or missing from school, including those absent on repeat occasions and / or for prolonged periods. Concerns should be raised with the DSL as a matter of urgency, and updates discussed in the regular line management meetings between the DSL (Assistant Headteacher) and the Attendance Officer, as well as at weekly SLT meetings as appropriate. A robust response will be employed with children who are persistently absent to avoid them becoming CME. This is even more important for those children known to social care. Further support and guidance are available at Working together to improve school attendance

We will ensure, where possible, that we have more than one emergency contact number for each student. This will give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and / or safeguarding concern.

If we were to discover a child's contact details reaped no reply despite repeated attempts, then we would employ a written letter posted to the home and a home visit to try and make contact and gain more potential methods of contact.

The school operates in accordance with statutory guidance Children missing education: statutory guidance for local authorities

RBWM CME policy & referral: Local Guidance

Children who run away or go missing from home or care

Altwood School recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

'Keeping Children Safe in Education 2023' highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

When necessary and in conjunction with AfC or other relevant local authority, Altwood School will help to facilitate return home interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school or college site for the interview to take place.

children who run away or go missing from home or care

28. Identified areas of particular risk for our school:

28.1 St Edmund Campion site

On an adjacent plot at the same site is St Edmund Campion Catholic primary school. This creates extra potential risk particularly around the traffic at the beginning and the end of the day. During the morning, parents drop children off on the private road between the two schools, with a member of St Edmund Campion welcoming them as they open car doors. Part of the travel plan includes the car park at the western end of Altwood School having its gates open up to 8.45am each morning, as it acts as a turning circle for St Edmund Campion car traffic. Students are aware this is not a permitted entry of exit point of the school. Following consultation with the Headteacher of St Edmund Campion, the end time for the "Kiss and go" to drop students off in the morning was brought forward to 8.45am to synchronise with the start of the school day at Altwood, and reduce risk of a student leaving site after registering. Furthermore, there is a high volume of traffic both before and after the school day. Altwood School finishes ten minutes earlier to mitigate the risk at the end of the day, with senior staff at the only open student gate in the morning, and in the bus bay in the afternoon to assist in managing risk.

28.2 Busy road (A4) to the north of the site

The northerly exit from the site is to the pavement of the A4, a busy main artery through Maidenhead. There is a pelican crossing in the immediate proximity to assist students with road crossings.

28.3 Sharing site with NHS

Part of the site is occupied by an NHS administration team. The team has valid DBS certificates, and we have a copy of their safeguarding policy. Their used rooms are separate from student and staff traffic on site. They partake fully in evacuation and lockdown drills.

28.4 FAB

FAB Football Academy students are Altwood students. They are of KS5 age, and take a vocational Sports qualification alongside English GCSE and Maths retakes if needed to achieve Grade 4. Most of the coaching and BTEC work takes place at Bisham Abbey National Sports Centre. FAB students attend some of their lessons on the Altwood site.

Bisham Abbey NSC is a public site. Registers are taken using SIMS remote desktop so that attendance can be determined. When a student leaves the direction and supervision of FAB staff, they sign out, stating what they intend to do and where, including skills practice on the NSC site, using the gym as private members, or private study for example.
FAB has produced a risk assessment for maintaining safety at the site.
Matt Love is one of the Deputy DSLs for Altwood School so that he can lead on Safeguarding matters with regard to FAB students, in liaison with the Altwood School DSL.

28.5 High SEND ratio

Altwood School has a proportionately high number of students with SEND, and therefore extra vigilance is needed by all staff to ensure that all elements of the Safeguarding Policy are implemented effectively. Staff are made acutely aware of this during at least annual safeguarding training.

Appendix 1: Responsibilities of the Governing Body and the Headteacher

The Governing body has the responsibility to ensure:-

- Safeguarding is a standing item on the agenda for every meeting of the full board
- The Governing Board understands and fulfils its responsibilities
- It liaises with the Headteacher and / or designated teachers over safeguarding matters. This is a strategic role rather than operational. Governors will not be involved in concerns regarding individual children
- There is a Safeguarding Policy, and a Behaviour for Learning Policy that reflects the whole school approach to child-on-child abuse
- Staff are clear on the conduct required and the process for responding to low level concerns and acceptable use of technology
- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the Code of Conduct, are consistent with RBWM Multi Agency Safeguarding Board (https://rbwmsafeguardingpartnership.org.uk/) and statutory requirements. They are reviewed when needed and annually as a minimum.
- The Safeguarding Policy is publicly available on the school website
- All staff, including temporary staff and volunteers sign to say they have read, understood and agree to work within the Safeguarding Policy and Code of Conduct
- All staff sign to say they have read and understood Keeping Children Safe in Education (2023) part 1 and Annex B and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance
- Ensure reasonable adjustments are made for children with disabilities, as per governors' duties under the 2010 Equality Act, including for disabled children and young people
- All Governors sign to say they have read and understood Keeping Children Safe in Education (2023) and the Safeguarding Policy
- Altwood School operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and ensure that there is at least one person on every recruitment panel who has completed safer recruitment training within the last five years
- Altwood School has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- The Governing Board has at least one nominated governor responsible for safeguarding who has undertaken appropriate training for the role. The Chair of Governors is responsible in the event of an allegation of abuse made against the Headteacher
- An annual audit of Altwood School's safeguarding policies, procedures and practices is undertaken with the Headteacher and designated safeguarding lead (DSL) and that this is reported to the Board and submitted to RBWM Multi Agency Safeguarding Board (https://rbwmsafeguardingpartnership.org.uk/)
- The school is aware of relevant legislation and local guidance, which has been agreed through the local safeguarding partnership arrangements
- There are clear lines of accountability for safeguarding within the school's leadership
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead and they will take lead responsibility for safeguarding and child protection; the role is explicit in the role holder's job description
- The DSL and their deputies undertake multi-agency (Level 3) safeguarding training which is updated every two years
- There is a designated teacher to promote the educational achievement of children looked after who are on the school roll
- All members of the Governing Board receive safeguarding training. The safeguarding Governor attends appropriate training that guides governors in their strategic responsibilities to provide appropriate challenge and support for any action and to progress areas of weakness or development in the school's safeguarding arrangements
- At least one member of the Governing Board has completed safer recruitment training to be repeated every five years

- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through Personal, Social, Health and Economic education (PSHE) and through Relationships and Sex Education (RSE)
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future
- Appropriate online filtering and monitoring systems are in place
- Enhanced Disclosure and Barring Service (DBS) checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all governors
- The Governing Board should consider the number, of and age range, of the students at the school, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks
- As per the DfE's filtering and monitoring standards the governing board should review the standards and discuss with IT staff and service providers what more needs to be done to support the school in meeting relevant standards.

The Headteacher has the responsibility to ensure:-
- Leadership and overall responsibility for safeguarding and child protection in the school, delegated to the Designated Safeguarding Lead
- The Safeguarding Policy and procedures are implemented and followed by all staff
- Sufficient time and resources are allocated to enable the DSL and Deputy DSLs to carry out their roles effectively, including the assessment of students and the attendance at strategy discussions and other necessary meetings
- Systems are in place for children to express their views and give feedback, which operate with the best interests of the child at heart
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Whistleblowing Policy and managing allegations against staff procedures
- Students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online. The PSHE curriculum is reviewed regularly to ensure that it remains relevant and current
- Behaviour expectations around the whole school site will be consistent with the safeguarding and relationship lessons taught in the classroom
- They liaise with the local authority designated officer (LADO) within 24 hours before taking any action, and then on an ongoing basis, where an allegation is made against a member of staff or a volunteer
- In case of absence of the DSL, assume the lead on safeguarding matters, working with Deputy DSLs
- In case of longer-term absence of the DSL, undertake either temporary or more long term restructuring of the Safeguarding Team to ensure the full role of the DSL is carried out by a suitably trained member of staff i.e. Headteacher or a Deputy DSL

The Designated Safeguarding Lead has the responsibility to:-
- Hold lead responsibility for safeguarding and child protection in the school, as delegated to them by the headteacher. This responsibility will not be further delegated
- Act as a source of support and expertise for the whole school community in regards to our safeguarding duties
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Undertake multi-agency (Level 3) safeguarding training with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually
- Undertake Prevent awareness training
- Refer a child if there are concerns about possible abuse to AfC's Single Point of Access (SPA) and / or the local authority where the child resides and act as a focal point for staff to discuss concerns

- Keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child, even if there is no need to make an immediate referral
- Ensure all such records are kept confidential, stored securely and are separate from the student's general file
- Ensure a copy of the safeguarding and child protection file is retained until such time that the new school acknowledges receipt of the original file. The copy will then be shredded
- Liaise with the local authority and work with other agencies and professionals in line with Working Together to Safeguard Children
- Have a working knowledge of RBWM Multi Agency Safeguarding Board (https://rbwmsafeguardingpartnership.org.uk/) and AfC procedures. Will ensure that either they, or an appropriate staff member, attend case conferences, core groups, or other multi-agency planning meetings whenever possible, contribute to assessments and provide a report, where required
- Notify Children's Social Care if a child subject to a child protection plan is absent from school without explanation
- Ensure all staff sign to say they have read, understood and agree to work within the school's Safeguarding Policy, Code of Conduct and Keeping Children Safe in Education 2022 Part 1 and Annex A and ensure that the policies are used appropriately
- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, and liaise with Finance Office to keep a record of attendance and address any absences
- Carry out, with the Headteacher and Governing Board, an annual audit of the Safeguarding Policy, procedures and practices
- Have an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate
- Be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation
- Help to promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff, whilst ensuring that the more specific detail is kept private
- Ensure they, or a deputy, are available during term time school hours for staff to discuss any safeguarding concerns
- This list is not exhaustive: please see Annex C of Keeping Children Safe in Education 2023

The Deputy Designated Safeguarding Leads have the responsibility to:-
- Be trained to the same standard as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of students alongside the Headteacher. In the event of the long-term absence of the DSL at least one of deputies will assume all of the functions above
- Liaise with the DSL regarding any disclosures or concerns to ensure the correct decision is taken, and consistency across the school
- Attend CIN, Core Group, RCPC, ICPC meetings as appropriate and as requested by DSL
- Act as a source of support and expertise for the whole school community in regards to our safeguarding duties
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Undertake multi-agency (Level 3) safeguarding training with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually
- Undertake Prevent awareness training
- Have a working knowledge of RBWM Multi Agency Safeguarding Board (https://rbwmsafeguardingpartnership.org.uk/) and AfC procedures. Will ensure that either they, or an appropriate staff member, attend case conferences, core groups, or other multi-agency planning meetings whenever possible, contribute to assessments and provide a report, where required

- Have an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate
- Be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation
- Help to promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff, whilst ensuring that the more specific detail is kept private

All school staff and volunteers have the responsibility to:-

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action
- Undertake safeguarding and health and safety training appropriate to their role and are familiar with the suite of safeguarding policies including the Safeguarding Policy, Behaviour Policy and Code of Conduct
- Consider at all times what is in the best interests of the child
- Know how to respond to a student who discloses abuse
- Will refer any safeguarding or child protection concerns to the DSL or one of their Deputies, or if necessary where the child is at immediate risk, to the police or Single Point of Access (SPA), or if a child lives out of borough, to the relevant local authority
- Will provide a safe environment in which children can learn

Appendix 2: Child Protection overview, Categories of Abuse, and specific safeguarding concerns and definitions

Recognising abuse

To ensure that our students are protected from harm, adults at the school must understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse:-

- **Physical abuse**

  Physical abuse is a form of abuse that 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

- **Emotional abuse**

  Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

  These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another, such as in situations of domestic abuse. It may involve serious bullying (including online bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Neglect**

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

- **Sexual abuse**

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

  They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

  Our school is aware of the impact of the Everyone's Invited website and the prevalence of harmful sexual behaviour. We encourage all students to speak out either in person or to report concerns.

Definitions taken Working Together To Safeguard Children 2023
        https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
We are further aware that neglect can occur in families of differing backgrounds and levels of affluence and "privilege". https://www.gold.ac.uk/media/documents-by-section/departments/social-therapeutic-and-comms-studies/Report---Neglect-in-Affluent-Families-1-December-2017.pdf

RBWM's Threshold Document is taken in to consideration when deciding upon whether a specific concerns meets the definition of a form of abuse.
https://rbwmsafeguardingpartnership.org.uk/assets/1/multi_agency_threshold_guidance_february_2016.pdf

Indicators of abuse
Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It can also be difficult for anyone without medical training to categorise injuries as either 'accidental' or 'deliberate' with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL. **It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused or neglected may:-
● have bruises, bleeding, burns, fractures or other injuries
● show signs of pain or discomfort
● keep arms and legs covered, even in warm weather
● be concerned about changing for PE or swimming
● look unkempt and / or uncared for
● change their eating habits, be hungry, or take food from others
● have difficulty in making or sustaining friendships
● appear fearful or anxious
● be reckless with regard to their own, or others', safety
● self-harm
● have low self-esteem
● frequently miss school or arrive late
● show signs of not wanting to go home
● display a change in behaviour – from quiet to aggressive, or happy-go-lucky or vocal to withdrawn
● challenge authority
● become uninterested in their school work
● be constantly tired or preoccupied
● be wary of physical contact
● be involved in, or particularly knowledgeable about, drugs or alcohol
● display sexual knowledge or behaviour beyond that which would normally be expected for their age or stage of development
● acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family
Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.
It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Impact of abuse
Sustained abuse or neglect of children physically, emotionally, or sexually can have long-term effects on the child's health, development and wellbeing. It can impact significantly on a child's self-esteem, self-image and on their perception of self and of others. The more Adverse Childhood Experiences

(ACEs) a child has, the more likely they are to suffer in the longer term. The effects can extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations, it can affect parenting ability. Please see the following link for more information on ACEs: https://www.youtube.com/watch?v=XHgLYI9KZ-A

Taking action
It must be remembered that *any* child in *any* family in *any* school could become a victim of abuse. Staff should always maintain an attitude of **'It could happen here'.**

Key points for staff to remember when taking action are:-
● in an emergency, take the action necessary to help the child, for example call 999
● report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse
● do not start your own investigation
● share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
● once the information has been verbally explained to the DSL or Deputy DSL, ensure that it has been written up and submitted to CPOMS
● Seek support for yourself if you are distressed or need to debrief; the school provides support for all colleagues feeling distressed or with a need to talk about the events e.g. Reflective practice and Number 22.

Mental health
Mental health issues affect at least 1 in 10 children and young people, and a rise has been seen since the restrictions were imposed during and after the Covid-19 pandemic. They include, but are not limited to:- depression, anxiety, low self-esteem, disordered eating, panic attacks, and sleep problems. They are often a direct response to what is happening in their lives.
Altwood School recognises that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately-trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health issue, or be at risk of developing one.

Possible warning signs include:-
● Persistent sadness — two or more weeks
● Withdrawing from or avoiding social interactions
● Hurting oneself or talking about hurting oneself
● Talking about death or suicide
● Outbursts, or extreme irritability
● Out-of-control behaviour that could be harmful
● Drastic changes in mood, behaviour or personality
● Changes in eating habits
● Loss of weight, or gaining of weight
● Difficulty sleeping
● Frequent headaches or stomach aches
● Difficulty concentrating
● Changes in academic performance
● Avoiding or missing school

Altwood School aims to promote positive mental health for all staff and students.
Our mental health lead is: Neil Dimbleby, working closely with Emma Humpleman and Emma Whelan.
Once aware of a mental health difficulty experienced by one of the students, there is support available in school via tutor, Head of House, Safeguarding team, or any trusted member of staff. The school also has access to on-site counselling from Number 22, and NHS Mental Health Support nurses from the NHS, which will be utilised following referral from Emma Humpleman or Emma Whelan. Furthermore, coaching and mentoring are available from older students, especially facilitated by the vertical tutoring system. If a referral is to be made to the Early Help Hub, this will be completed in a

timely fashion, with parental consent wherever feasible. In all cases where possible, families will be informed. Staff are also able to benefit from support if they are having concerns about their own well-being, and can raise such concerns to the Safeguarding Team, or the Headteacher.

Altwood School will ensure that staff, students and parents are made aware of the support available in school and in the local community.

Useful links:-
Mental health and behaviour in schools guidance -
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
NSPCC - https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/
Mind - https://www.mind.org.uk/
Kooth - https://www.kooth.com/
RBWM Mental health Toolkit - https://primarysite-prod-sorted.s3.amazonaws.com/rbwm-leadership-update-and-schools-bulletin/UploadedDocument/a0faa1c295e64200981f0e4e5b1820be/wellbeing-toolkit-dec-2020.pdf

Domestic abuse
The Domestic Abuse Act 2021 https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted
recognises the impact of domestic abuse on children, as victims in their own right if they see, hear or experience the effects of abuse.
The abuse can encompass, but is not limited to:-
● psychological
● physical
● sexual
● economic
● emotional
● controlling or coercive behaviour

All children could witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs.
Altwood School recognises that exposure to domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse, may have had to leave the family home, or may have witnessed another family member leaving the home as a result. We acknowledge domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.
Altwood School has signed up to the police initiative Operation Encompass that helps the school to provide silent support 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 DSL 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 silent support to be given to the child according to their needs.
https://www.operationencompass.org/

Homelessness
Altwood School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
Indicators that a family may be at risk of homelessness include:
● household debt, including new poverty induced by the pandemic restrictions and the rising cost of living in 2023 and beyond
● rent arrears
● domestic abuse and antisocial behaviour
● the family being asked to leave a property

If a child has been harmed or is at risk of harm, a referral to children's social care will be made, and guidance sought from the relevant local authority for support regarding housing.

Children with family members in prison

Altwood School recognises that children who have a family member in prison are at increased risk of poor outcomes including poverty, stigma, isolation, poor mental health, CCE and future offending . The school will work with agencies and resources such as the National Information Centre on Children of Offenders, NICCO, to help mitigate negative consequences for those children
https://www.nicco.org.uk/

Contextual safeguarding and exploitation

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

The focus of contextual safeguarding and exploitation (CS&E) is implementing child safeguarding practices into community spaces to ensure that children are protected from the harm they experience outside of the family home. This focus moves beyond just assessing parenting capacity to safeguard a child at home, to assessing the impact of peer groups and community spaces (schools and neighbourhoods) on a child's safety and wellbeing outside the home.

It looks to identify the influences outside the family that can impact the parent-child relationship and the safety of a child in the community. It then adapts the child protection systems, safeguarding partnerships, and creates new professional networks with those who have an influence in the location so that the identified child, their family and the community are safe.

Altwood School will maintain records of concerns about extrafamilial harm in the same way as other concerns are recorded and in accordance with our safeguarding procedures.

Concerns relating to significant harm and extrafamilial harm will be referred by the DSL to the Single Point of Access Team; if considered appropriate, a multi-agency strategy meeting will be held to determine threshold for significant harm.

contextual safeguarding
the Assessment Triangle (PDF)
RBWM threshold

Child sexual exploitation (CSE)

Altwood School follows the London Child Protection Procedures for safeguarding children from sexual exploitation. Safeguarding Children from Sexual Exploitation
In February 2017, the government updated the working definition of child sexual exploitation Child sexual exploitation definition and guide

"CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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 is a form of child sexual abuse affecting boys and girls. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

CSE may occur without the child being aware of events, or understanding that these constitute abuse.

CSE is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

CSE:-
- can affect any child or young person (male or female) under the age of 18, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child's or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- is typified by some form of power imbalance in favour of those perpetrating the abuse. While 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, or access to economic or other resources

Consent
Even where a young person is old enough to consent legally to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation), consent cannot legally be given whatever the age of the child.

Key factors in CSE
CSE involves some form of exchange (sexual activity in return for something) between the victim and perpetrator or facilitator. Where there is no such exchange, for example, where the gain for the perpetrator is sexual gratification (or the exercise of power or control), this is described as sexual abuse (and not exploitation).

The exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). The receipt of something by a child does not make them any less of a victim.

It is also important to note that the prevention of something negative can also fulfil the definition of exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his or her family.

Links to other kinds of crime
- Child trafficking
- Domestic abuse
- Sexual violence in intimate relationships
- Grooming (including online grooming)
- Abusive images of children and their distribution
- Drugs-related offences
- Gang-related activity
- Immigration-related offences
- Domestic servitude

Potential vulnerabilities
Although the following vulnerabilities increase the risk of CSE, it must be remembered that not all children with these indicators will be exploited. CSE exploitation can occur without any of these issues.
- Having a prior experience of neglect, physical and / or sexual abuse
- Lack of a safe or stable home environment, now or in the past e.g. domestic violence or parental substance misuse, mental health issues or criminality

- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity

Possible indicators of CSE
- Acquisition of money, clothes, mobile phones etc, without plausible explanation
- Gang association and / or isolation from peers and social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home or care without explanation and persistently going missing or returning late
- Excessive receipt of texts or phone calls
- Returning home under the influence of drugs or alcohol
- Inappropriate sexualised behaviour for age or sexually transmitted infections
- Evidence of or suspicion of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional wellbeing
- Online exploitation

All young people are at risk from online exploitation and can be unaware that this is happening. Online exploitation includes the exchange of sexual communication or images and can be particularly challenging to identify and respond to. Children, young people and perpetrators are frequently more familiar with, and spend more time in, these environments than their parents and carers.

Online CSE allows perpetrators to initiate contact with multiple potential victims and offers a perception of anonymity. Where exploitation does occur online, the transfer of images can be quickly and easily shared with others, which makes it difficult to contain the potential for further abuse.

Children as perpetrators of abuse
It must be recognised that children may also be perpetrators of abuse, sometimes at the same time as being abused themselves.

Child Criminal Exploitation (CCE)
CCE can happen to girls as well as boys and 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
- coerced into moving drugs or money across the country (county lines)
- forced to shoplift or pickpocket
- forced to threaten other young people
- manipulated into committing vehicle crime

Some of the following can be indicators of CCE:-
- unexplained gifts or new possessions

- association with other young people involved in exploitation
- changes in emotional wellbeing
- misuse of drugs and alcohol
- regular missing episodes or frequently coming home late
- missing school or education

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 forms 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, student 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.

Key to identifying potential involvement in county lines are missing episodes.

Like other forms of abuse and exploitation, county lines exploitation:-

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. While age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

For more information see: Criminal exploitation of children and vulnerable adults: county lines

Serious youth violence

Staff at Altwood School are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime.

These may include:-

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries.
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:-

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery
- SEND

Preventing youth violence and gang involvement

Criminal exploitation of children and vulnerable adults: county lines

School-related weapons incidents
Altwood School has a duty and a responsibility to protect and safeguard our students and staff. Altwood School will inform SPA and the police of any incident involving a weapon or potential weapon.
Teachers have a number of legal powers, which include the power to search students without consent for a number of 'prohibited items'. These include knives and weapons; alcohol; illegal drugs and stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules that has been identified in these rules as an item that may be searched for searching, screening and confiscation

Altwood School recognises that children and young people involved in school-related weapons incidents, including the alleged perpetrators, are vulnerable. Altwood School will provide support, protection and education to develop an understanding of the implications of carrying, and / or using, weapons.

Child on Child abuse
Altwood School has a Behaviour for Learning Policy which sets out our whole school approach to child on child abuse.
Children can abuse other children (often referred to as child on child abuse) and it can take many forms. It can happen both inside and outside of school and online. All staff are able to recognise the indicators and signs of abuse and know how to identify it and respond to reports. This can include (but is not limited to):-
- bullying (including online bullying, prejudice-based and discriminatory bullying)
- abuse within intimate partner relationships
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and / or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting and initiation / hazing type violence and rituals

In areas where gangs are prevalent, older students may attempt to recruit younger students using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.
Altwood School does not tolerate any form of abuse and will not allow actual abuse to be passed off as 'banter', 'just having a laugh' or 'part of growing up'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future.

What to do:-
- When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the designated safeguarding lead should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact children's services to discuss the case. It is possible that children's services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a children's services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both students' files.

- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Bullying

Altwood School has an anti-bullying policy which is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, e.g. online, racist, homophobic, gender, SEND-related bullying. We keep a record of known bullying incidents. All staff are aware that children with differences or perceived differences are more susceptible to being bullied or being victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and DSL will consider implementing child protection procedures.

The subject of bullying, the forms it takes and sub-categories including racism, are addressed at regular intervals in PHSE education.

Sexual violence and sexual harassment

Altwood School follows the DfE's advice about sexual violence and sexual harassment between children in schools and colleges. Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE September 2021)

Sexual violence and sexual harassment can occur between two students of any sex. They can also occur through a group of students sexually assaulting or sexually harassing a single student or group of students.

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.

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. Altwood School will ensure that **all** allegations are taken seriously and offered appropriate support.

Sexual violence and sexual harassment are not acceptable at Altwood School. Behaviours such as making sexual remarks (even if they are meant as compliments), grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

Altwood School recognises that the following students can be especially vulnerable to sexual violence and sexual harassment:
- Children with Special Educational Needs and Disabilities (SEND)
- Students who are Lesbian, Gay, Bi, or Trans, Questioning (LGBTQ) or who are perceived to be LGBTQ by their peers.

Sexual violence:

Sexual violence refers to sexual offences under the Sexual Offences Act 2003:

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.

Consent: 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. 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.

Sexual harassment:

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to:- violate a child's dignity, make them feel intimidated, degraded or humiliated and / or create a hostile, offensive or sexualised environment.

Sexual harassment can include:-

● sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names
● sexual 'jokes' or taunting
● physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature
● upskirting
● online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos, unwanted sexual comments on social media; sexualised online bullying; exploitation; coercion and threats. Online sexual harassment may be stand-alone or part of a wider pattern of sexual harassment and/or sexual violence.

Harmful sexual behaviours:

Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making	• Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal	• Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May includes levels of compulsivity	• Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking or not able to be freely given by victim • May include elements of expressive violence	• Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

Harmful sexual behaviours refers to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage. For more information see NSPCC Harmful Sexual Behaviours

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour would be considered particularly harmful if one of the partners is much older, particularly if there is more than two years' difference in age, 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. A useful tool is: Beyond Referrals Toolkit

Harmful sexual behaviours will be considered in a child protection context.

Altwood School recognises that students displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support. It must also be taken in to account that no child under the age of 16 is capable of giving consent to having sex and therefore is unlawful.

Altwood School has a clear set of values and standards around Being Safe, Ready to learn and Respectful, and these will be upheld and demonstrated throughout all aspects of school life. The school has a Behaviour for Learning Policy and Anti-Bullying Policy.

The PSHCE and RSE curriculum covers the following issues according to the age and stage of development of the students:-

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

Responding to allegations of sexual harassment and sexual violence

Students in our school know how to report concerns. All reports are treated seriously, including those that occur online or out of school.

Altwood School will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. When to call the police

The management of children and young people with sexually harmful behaviour is complex and Altwood School will work with other relevant agencies to maintain the safety of the whole school community. Where appropriate, immediate measures will be put in place to support and protect both the victim and the alleged perpetrator. A written record will be made and next steps discussed, taking into account the views of the victim.

The need for a risk and needs assessment for reports of sexual harassment will be considered on a case-by-case basis. The assessment, which will be reviewed at regular intervals, will consider:-

- whether there may have been other victims
- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at Altwood School, especially any actions that are appropriate to protect them from the alleged perpetrator or from future harm.

Altwood School will ensure that appropriate measures are put in place to safeguard and support the alleged or proven victim, the alleged perpetrator and the school community.
Useful links: Stop it Now   Beyond Referrals

Unsubstantiated, unfounded, false or malicious reports

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the student and / or the person who has made the allegation is in need of help, or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, disciplinary action will be taken in accordance with our Behaviour for Learning Policy.

Upskirting

Altwood School will ensure that all staff and students are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'upskirting'. The Criminal Prosecution Service (CPS) defines 'upskirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

Incidents of upskirting in the school will not be tolerated. Altwood School will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Sharing nudes and semi-nudes
Altwood School will act in accordance with guidance endorsed by DfE Sharing nudes and semi-nudes: how to respond to an incident
All incidents of sharing nudes and semi-nudes will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved.
Young people who share nudes and semi-nudes of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. Altwood School will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.
All incidents of sharing nudes and semi-nudes should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to sharing nudes and semi-nudes is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.
If staff become concerned about a sharing nudes and semi-nudes issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice "Searching, screening and confiscation: advice for headteachers, school staff and governing bodies" (DfE January 2018), page 11 'After the search'. Searching, screening and confiscation
Staff will not look at, share or print any indecent images. The confiscated device will be passed immediately to the DSL (see 'Viewing the imagery' below).
The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents and carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm, a referral will be made to SPA and / or the police immediately.
The police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.
The DSL will make a judgement about whether a reported sharing nudes and semi-nudes incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation, sending or showing of images without the knowledge or against the will of a young person who is pictured.
Aggravated incidents of sharing nudes and semi-nudes will be referred to AfC's Single Point of Access for advice about whether or not a response by the police and / or children's social care is required. This will facilitate consideration of whether:-
● there are any offences that warrant a police investigation
● child protection procedures need to be invoked
● parents and carers require support in order to safeguard their children
● any of the perpetrators and / or victims require additional support, this may require the initiation of an early help assessment and the offer of early help services.

Examples of aggravated incidents include:-
• evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
● evidence of coercing, intimidating, bullying, threatening and / or extortion of students by one or more other students to create and share indecent images of themselves
● pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves

- pressurising a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts that are unusual or violent
- sharing of indecent images places a young person at immediate risk of harm, for example the young person is presenting as suicidal or self-harming.

The DSL will make a judgement about whether or not a situation in which nudes and semi-nudes have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will consult with the police and the SPA to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

Viewing the imagery
Adults should not view nudes and semi-nudes unless there is a good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.

Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a student.
If a decision is made to view imagery, the DSL will be satisfied that viewing:-
- is the only way to make a decision about whether to involve other agencies (it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL will:
- never copy, print or share the imagery; this is illegal
- discuss the decision with the Headteacher
- ensure viewing is undertaken by the DSL or deputy DSL with delegated authority from the Headteacher
- ensure viewing takes place with another member of staff present in the room, ideally the Headteacher, another DSL or a member of the Senior Leadership Team. The other staff member does not need to view the images
- wherever possible ensure viewing takes place on school premises, ideally in the Headteacher's or DSL's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the student's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents.

Deletion of images
If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- denial of service (DoS or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offences, including those above.

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

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

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety. Additional advice can be found at: National Cyber Security Centre When to call the police

Online safety

Altwood School has a whole school approach to online safety, which protects and educates students and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Online safety is reflected as required in all relevant policies and is considered when planning the curriculum.

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, TikTok, Twitter, MSN, Tumblr, Snapchat, Instagram and gaming platforms. Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access those sites in school. Many students own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. At Altwood School, students can have mobile technology on their person, but this must not be used at any time on site. The exception to this rule is that 6th Formers are allowed to use such devices in the Sixth Form Centre only.

Altwood School's online safety policy, as part of the Behaviour for Learning Policy explains how we try to keep students safe in school and protect and educate students in the safe use of technology. Altwood School follows the DfE guidance regarding teaching online safety in schools (2019) Teaching online safety in schools

Online bullying and sharing nudes and semi-nudes by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sharing nudes and semi-nudes' below).

'Honour based' abuse

So-called 'honour based' abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and / or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code. Crimes include female genital mutilation (FGM), forced marriage and harmful practices such as breast ironing.

Honour based abuse might be committed against young people in our school who:-
● become involved with a boyfriend or girlfriend from a different culture or religion
● want to avoid an arranged marriage
● want to avoid a forced marriage
● wear clothes or take part in activities that might not be considered traditional within a particular culture.
● Follow a different religion, or sect within a religion

It is a violation of human rights and may be a form of domestic and / or sexual abuse. There is no, and cannot be, honour in, or justification for, abusing the human rights of others. Staff at Altwood School will record and report any concerns about a child who might be at risk of HBA to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral to the police and / or the SPA as with any other child protection concern and may also contact the forced marriage unit for advice as necessary.

It is a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats, or another form of coercion are not used. This applies to non-binding, unofficial marriages as well as legal marriages.

Female genital mutilation (FGM)
Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators.
These risk indicators may include:
● student talking about getting ready for a special ceremony
● family taking a long trip abroad
● student's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani)
● knowledge that the student's sibling has undergone FGM
● student talking about going abroad to be 'cut' or to prepare for marriage

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK.
In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.
(See Female Genital Mutilation Statutory Guidance for further information)
If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Signs that may indicate a student has undergone FGM:-
● prolonged absence from school and other activities
● behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
● bladder or menstrual problems

- finding it difficult to sit still and looking uncomfortable
- complaining about pain between the legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinary tract infection
- disclosure

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police **personally** where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

The mandatory reporting duty applies to all persons in Altwood School who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report to the police.

In Altwood School, teachers in this situation will record their concerns on CPOMS and inform the DSL, who will support the teacher in making a direct report to the police.

There are no circumstances in which a teacher or other member of staff will examine a girl.

Forced marriage

A forced marriage is a marriage in which at least one of the participants does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff should be particularly alert to suspicions or concerns raised by a student about being taken abroad and not being allowed to return to England.

Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

It is a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats, or another form of coercion are not used. This applies to non-binding, unofficial marriages as well as legal marriages.

For further information see: Guidance forced marriage

School staff will never attempt to intervene directly as a school or through a third party. Contact will be made with the Single Point of Access.

Asian Women's Resource Centre

Child trafficking and modern slavery

Human trafficking, is defined in the UN Protocol on trafficking, adopted in 2000, as the acquisition of a person, by means of deception or coercion, for the purposes of exploitation. Human trafficking, or modern slavery as it is often referred to, is a crime and a safeguarding issue affecting millions across the world and in the United Kingdom.

Staff at Altwood School are alert to the existence of modern slavery and child trafficking and concerns will be recorded and reported to SPA as appropriate.

Types of Modern Slavery

Examples of industries and services where slavery exist in the UK today, the victims of which include children and young people are (with examples):-

- the sex industry, including brothels

- retail: nail bars, hand car washes
- factories: food packing
- hospitality: fast-food outlets
- agriculture: fruit picking
- domestic labour: cooking, cleaning and childminding
- In addition, victims can be forced into criminal activities such as cannabis production, theft, or begging.

Modern slavery is an issue that transcends age, gender and ethnicities. It can include victims that have been brought to the UK from overseas or vulnerable people in the UK being forced illegally to work against their will. Children and young people have an increased vulnerability to slavery. Poverty, limited opportunities at home, lack of education, unstable social and political conditions and war are some of the situations that contribute to trafficking of victims and slavery.

Slavery can be linked to a number of safeguarding issues, including CSE and CCE, but normally includes at least one of the following specific situations:-

- Child trafficking: young people being moved internationally or domestically so that they can be exploited.
- Forced labour: victims are forced to work through physical or mental threat, against their will, often for very long hours for little or no pay, in conditions that can affect their physical and mental health. They are often subjected to verbal or physical threats of violence against them as individuals or their families.
- Debt bondage: victims forced to work to pay off debts that they will never achieve. Debts can be passed down to children. Extreme examples include where a victim may be owned or controlled by an 'employer' or sold as a commodity.

Possible signs and indicators that someone is a victim of modern slavery that anyone working with children and young people should be aware of include:-

- physical appearance: poor physical condition, malnourishment, untreated injuries and looking neglected
- isolation: victims may not be allowed out on their own and may appear to be under the control or influence of people accompanying them, with the absence of a parent or legal guardian. They may not interact and be unfamiliar in their local community
- poor living conditions: victims may be living in dirty, cramped or overcrowded accommodation, with multiple children living and working at the same address or premises
- personal belongings: few possessions, wearing the same clothes each day and no identification documents
- restricted freedom: victims have little opportunity to move freely and may be kept from having access to their passport
- unusual travel times: victims may be dropped off or collected from work on a regular basis either very early or late at night
- reluctance to seek help: victims may avoid eye contact, appear frightened or hesitant to approach people and have lack of trust or concern about making a report should they be deportation or fear of violence on their family

If a member of Altwood School staff suspects that a student may be a victim they will, in the first instance, report their concerns to the DSL.

The DSL will seek advice and support from SPA who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM).

Further advice can be provided directly by the modern slavery helpline on 0800 012 1700.

[Modern slavery: how to identify and support victims](#)

Private fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Altwood School recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When Altwood School becomes aware of a private fostering arrangement for a student that has not been notified to Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements.

Looking after someone else's child

Radicalisation and extremism

Protecting children from the risk of radicalisation is part of Altwood School's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services ('specified authorities') to have 'due regard to the need to prevent people from being drawn into terrorism'.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental British values.

Altwood School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to:- Islamist ideology, or to far right / neo-Nazi / white supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist animal rights movements.

As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During this stage of their development they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas.

Altwood School takes seriously our responsibility to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Altwood School is committed to preventing students from being radicalised and drawn into any form of extremism or terrorism. Altwood School promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing students with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all students are valued and listened to within school.

Altwood School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area and a specific understanding of how to identify and support individual children who may be at risk of radicalisation. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

Altwood School recognises the importance of providing a safe space for children to discuss controversial issues and build the resilience and critical thinking skills needed to challenge extremist perspectives. When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL. Altwood School will discuss any concerns about possible radicalisation identified in school with a student's parents and carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the

child at risk. They will also support parents and carers who raise concerns about their children being vulnerable to radicalisation.

We will then follow normal safeguarding procedures, which may involve contacting the SPA for consultation and further advice and / or making appropriate referrals to the police PREVENT team and Channel programme for any student whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure children receive appropriate support. Referrals to Channel are for those who are susceptible to radicalisation, but do require the individual's consent.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:-

- Think someone is in immediate danger

- Think someone may be planning to travel to join an extremist group

- See or hear something that may be terrorist-related

We will challenge the expression and / or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Parents and staff may find the following websites informative and useful:

Protecting children from radicalisation: the prevent duty

Educate against hate

Suicide and self-harm

Suicide: an act of deliberate self-harm which results in death.

Self-harm: self-poisoning or self-injury, irrespective of the apparent purpose of the act.

Suicide and self-harm links: self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self-harm can be at a higher risk of suicide.

Self-harm is seen by the victim as a coping mechanism, and is a symptom of experiencing challenging emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. The behaviour only provides temporary relief and fails to attempt to resolve any underlying issues. For some people, self-harm may last for a short time. For others, it can become a long-term problem. Some people self-harm, stop for a while, and return to it months, even years, later, in times of distress.

Risk factors that indicate a child or young person may be at risk of taking actions to harm themselves or attempt suicide can cover a wide range of life events such as bereavement; bullying; online bullying; mental health problems including eating disorders; family problems such as domestic violence; or any form of abuse or conflict between the child and parents.

The most common forms of self-harm are:-
- cutting
- biting
- burning, scalding, branding
- picking at skin, reopening old wounds
- breaking bones, punching
- hair pulling
- head banging
- ingesting objects or toxic substances
- overdosing with a medicine

Self-harm is usually a secretive behaviour but signs may include:-
● wearing long sleeves at inappropriate times
● spending more time in the bathroom
● unexplained cuts or bruises, burns or other injuries
● unexplained smell of Dettol, TCP, etc.
● low mood - seems to be depressed or unhappy, low self-esteem, feelings of worthlessness
● mood changes e.g. anger, sadness
● changes in eating or sleeping patterns
● losing friendships, spending more time by themselves and becoming more private or defensive
● withdrawal from activities that used to be enjoyed
● abuse of alcohol and / or drugs

Altwood School recognises that any student who self-harms or expresses thoughts about self-harm and / or suicide must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that a student has self-harmed, or is contemplating self-harm or suicide, will record and report the matter to the DSL as soon as possible as with any other safeguarding concern.
A safety plan will be developed for any student at risk of suicide.

Fabricated or induced illnesses
Staff at Altwood School are alert to the issues surrounding fabricated or induced illnesses.
Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.
There are many ways that the parent or carer may fabricate or induce illness in a child:-
● lying about their child's symptoms
● deliberately contaminating or manipulating clinical tests to fake evidence of illness. For example, by adding blood or glucose to urine samples, placing their blood on the child's clothing to suggest unusual bleeding, or heating thermometers to suggest the presence of a fever
● poisoning their child with unsuitable and non-prescribed medicine
● infecting their child's wounds or injecting the child with dirt or poo
● inducing unconsciousness by suffocating their child
● not treating or mistreating genuine conditions so they get worse
● withholding food, resulting in the child failing to develop physically and mentally at the expected rate.

The very presence of an illness can act as a stimulus to the abnormal behaviour and also provide the parent with opportunities for inducing symptoms.
Fabricated or induced illness is most commonly identified in younger children. Although some of these children die, there are many that do not die as a result of having their illness fabricated or induced, but who suffer significant long term physical or psychological health consequences.
Fabrication of illness may not necessarily result in a child experiencing physical harm, but there may be concerns about the child suffering emotional harm. They may suffer emotional harm and / or disturbed family relationships as a result of an abnormal relationship with their parent.
Staff at Altwood School will record and report any concerns about a child who might be experiencing fabricated or induced illness to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral or consult with the SPA as with any other child protection concern.

The Royal College of Paediatrics and Child Health (RCPCH) has issued updated guidance:
https://childprotection.rcpch.ac.uk/resources/perplexing-presentations-and-fii/

Appendix 3: Keeping yourself safe when responding to disclosures (the 8 R's – what to do if...)

Receive and Reassure
- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said
- Reassure the student that they have done the right thing in talking to you

Respond
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- **Do not promise confidentiality;** you have a duty to refer
- Reassure and alleviate guilt, if the student refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

React
- React to the student only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she….?" Such questions can invalidate evidence
- **Do** ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the student may have affection for him / her / them
- Do not ask the student to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

Record
- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child
- Record statements and observable things rather than your interpretations or assumptions

Remember
- Contact the designated safeguarding lead (DSL).
- The DSL may be required to make appropriate records available to other agencies.

Review
- Set a timescale for reviewing the information
- Share your recommendations for action, if appropriate, with relevant professionals
- Ask for updates as needed to ensure that action has been taken to support the children

Relax
- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 4: National Support Organisations

Support for staff
- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Students
- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk 0800 1111
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk
- Kooth: www.kooth.com

Support for adults
- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NSPCC: nspcc.org.uk   0800 0280285   help@nspcc.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- RBWM LSCB: www.rbwmsafeguardingpartnership.org.uk

Support for Learning Disabilities
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence
- Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage

Sexual Abuse and CSE
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety
- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentsinfo.org
- Internet Matters: www.internetmater.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

- Date agreed: July 2023
- Date of next review: July 2024
- SLT Responsibility: Gary Goodman