The John Fisher School

Child Protection and Safeguarding Policy

Responsible: Governors' SLAW Committee

Review Date: September 2024

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1. Policy aims:

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the School's commitment with regard to safeguarding and child protection to students, parents and other partners.
- To contribute to the School's safeguarding portfolio.

Policy statement and principles

This policy is one of a series in the School's integrated safeguarding portfolio (Safeguarding Folder on central Staff 'Z' drive). The School's safeguarding arrangements are inspected by Ofsted under the judgements on the effectiveness of leadership and management and also the impact of leadership and management on the personal development, behaviour and welfare of children and learners. This policy is available on the school website and all staff and volunteers are required to read and understand it and confirm they have done so in writing before commencing work in school.

The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection. Children who are safe and feel safe are better equipped to learn.
This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school.
All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
If, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care immediately. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some stage.
Students and staff involved in child protection issues will receive appropriate support.
This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.

The elements in this policy and our procedures related to this aim to:

- Ensure safe recruitment practice in checking the suitability of all our staff and volunteers to work with children including the completion of risk assessments.
- Ensure staff are appropriately trained.
- Raise awareness of safeguarding/child protection issues amongst all staff, supply, agency, and volunteers and of what to do if they have concerns. This includes raising awareness of any current issues such as: Child abduction and community safety incidents; Child Criminal Exploitation (CCE); Child Sexual Exploitation (CSE); County lines; Children and the court system; Children missing from education; Children with family members in prison; Cybercrime; Domestic abuse; Homelessness; Mental health; Modern Slavery; Preventing radicalisation; The Prevent duty; Channel; Sexual violence and sexual harassment between children in school; Serious Violence; So-called 'honour'-based abuse; FGM; Forced marriage (see 'Keeping Children Safe in Education' ,DfE, September 2023).
- Ensure that volunteers are appropriately supervised.
- Ensure that our procedures and expectations for identifying and reporting/recording cases, or suspected cases, of abuse to relevant agencies are robust.
- Ensure that our links with relevant agencies are effective and that we co-operate and work in a partnership regarding child protection matters, including attendance at case conferences and core group meetings.
- Ensure that our school environment is safe and is one in which children feel secure and are encouraged to talk freely about anything that concerns them.
- Ensure that children know there are adults in the school who they can approach if they are worried about anything.
- Ensuring that students have a safe space to speak to a trusted adult, where they can raise concerns.
- Ensure that the curriculum and other provision, including opportunities in the Health and Wellbeing/PSHE curriculum, develop and equip our pupils with the skills needed to feel safe and adopt safe practices to help them recognise risks and stay safe from abuse.
- Ensure that we support pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan.
- Ensure that we respond appropriately to any concern or allegation about a member of staff or volunteer.
- Ensure that staff follow accepted "safe practice" principles when working with pupils.
- Ensure that pupils are protected from all forms of harm.
- Ensuring that the school creates an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Terminology

Safeguarding is about every child. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm. or abuse as set out in **Appendix B in KCSIE 2023**

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.

2. Safeguarding legislation and guidance

The Teachers' Standards 2012 state that teachers, including Headteachers, must have regard for the need to safeguard students' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.
The statutory guidance Working Together to Safeguard Children (DFE 2018) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Safeguarding Partnerships to monitor the effectiveness of local services, including safeguarding arrangements in schools.
The statutory guidance Keeping Children Safe in Education (DfE 2023) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

All staff must read and understand Part One of Keeping Children Safe in Education 2023 Part 1. Staff can find a copy on https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 and the 'Z'-drive. In addition, all staff who work directly with children should read Annex B which is on the 'Z'drive. These documents have been provided to staff as part of induction and upon return in September, all staff have demonstrated understand of these documents following training.

What to do if you're worried a child is being abused 2015 – (DfE 2015)"Advice for practitioners" is Non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action. *(Staff can find a copy of this on the 'Z' drive).*
A more comprehensive list of supporting guidance can be found in Appendix J

3. THE MANAGEMENT OF SAFEGUARDING

The Governing body is required to ensure that all safeguarding arrangements comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in the school is always effective and complies with the law.
The responsibility of the governing body, include:
Ensuring that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:
- Child protection policy
- Staff behaviour policy (called the code of conduct)
- Part one of KCSiE 2023 and Annex B (specific safeguarding issues)
- Information regarding the role and identity of the designated safeguarding lead (and any deputies) should be provided to all staff on induction.

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's safeguarding arrangements.

The nominated governor / trustee for child protection is: Juliette Cole

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse, around 20 per cent of children will suffer some form of abuse, one child in six is exposed to violence in the home and disabled children are three times more likely to be abused and/or neglected. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem.

Due to their day-to-day contact with students, staff in school are uniquely placed to observe changes in a child's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, are approachable and trusted by students/students, listen actively to children and understand the procedures for

reporting their concerns. The School will act on identified concerns and provide early help to prevent concerns from escalating.

4. Roles and responsibilities

The DSL and DDSLs are members of the school's Senior Leadership Team.

The Designated Safeguarding Lead (DSL):

- Is a senior member of staff from the school's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- Takes lead responsibility for safeguarding and child protection in the school, which will not be delegated; however, certain activities of the DSL may be delegated to appropriately trained deputies.
- Is appropriately trained, receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role.
- Acts as a source of support and expertise to the school community.
- Encourages a culture of listening to children and taking account of their wishes and feelings.
- Is alert to the specific needs of children in need, those with special educational needs, looked after children and young carers.
- Has a working knowledge of Local School Boards
- Has an understanding of the Common Assessment Form (CAF) process to ensure effective assessment and understanding of children's additional needs in order to inform appropriate provision of early help and intervention.
- Keeps detailed written records of all concerns, ensuring that such records are stored securely by Key personnel and flagged, but kept separate from, the student's general file.
- Refers cases of suspected abuse to the Multi-Agency Safeguarding Hub (MASH)/ Children's Social Care or the Police as appropriate.
- Notifies Children's Social Care if a child with a child protection plan is absent for more than two days without explanation.
- Ensures that when a student leaves the school, all child protection records are passed to the new school (separately from the main student file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the student's social worker is also informed.
- Attends and/or contributes to child protection conferences, strategy meetings and multi-agency sexual exploitation (MASE) meetings.
- Coordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.
- Facilitate access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- Develops effective links with relevant statutory and voluntary agencies including the LSCB.
- Ensures that all staff sign to indicate that they have read and understood the child protection and safeguarding policy and staff behaviour policy (Code of Conduct).
- Has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in paragraphs 31-48 Part 1 of *Keeping Children Safe in Education 2023*, ensuring that all staff receive necessary training, information and guidance.
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community of students, parents, staff, volunteers and governors and/or proprietors regarding this.
- Liaises with the nominated governor and Headteacher (where the DSL role is not carried out by the Headteacher) as appropriate.
- Keeps a record of staff attendance at child protection training.
- Makes the child protection and safeguarding policy available publicly, i.e. on the school's website or by other means.
- Ensures that the Headteacher is aware of the responsibility under Working Together to Safeguard Children (DfE 2018) to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member

of staff or volunteer to the Local Authority Designated Officer (LADO) in the Local Authority within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.

- Ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility (ref. SIMS and Keeping Children Safe site).
- Ensure that when a children looked after is identified and the school is in receipt of student premium plus additional funding then the designated teacher should work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
- To provide oversight on Internet Filtering and Monitoring to support a safe online environment.

The Deputy Designated Safeguarding Lead(s)

The Deputy Designated Safeguarding Leads are appropriately trained to the same level and, in the absence of the DSL , DDSL 1 and DDSL 2 carry out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of DDSL 1, then DDSL 2 will assume all of the functions above.

The governing body

The Governing Body has strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must ensure that policies, procedures, and training in the school is effective and always complies with the law.

The Governing Body will appoint a Safeguarding and Deputy to take leadership responsibility for their school's or college's safeguarding arrangements.

The Governing Body will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Governing Body will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the Governing Body should ensure the school has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The Governing Body should consider the age range of the children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

The governing body ensures that the school:

- Appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection.
- Ensures that the DSL role is explicit in the role holder's job description and that safeguarding ` responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer.
- Has a child protection policy and procedures, including a staff code of conduct, that are consistent with LSCB and statutory requirements, reviewed annually and made available publicly on the school's website or by other means.
- Has a procedure for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Headteacher and allegations against other children.

- Follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification by association regulations.
- Develops an induction strategy that ensures all staff, including the Headteacher, and volunteers receive information about the school's safeguarding arrangements, (Code of Conduct in Staff handbook) and the role of the DSL on induction.
- Develops a training strategy that ensures all staff, including the Headteacher, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of LSCB. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above.
- Appoints a designated member of staff to promote the educational achievement of children who are looked after by the Local Authority and ensures that the designated teacher has appropriate training.
- Ensures that the school contributes to inter agency working and plans and that ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB. This should include understanding and reflecting local protocols for assessment and the LSCB's threshold document along with supplying information as requested by the LSCB.
- Participates in the CAF process and offers to initiate CAFs for students/students with additional needs in order to provide a co-ordinated offer of early help.
- Teaches students about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.
- Ensure that the school follows guidance from the Child Exploitation Online Protection Centre (CEOP) in relation to cyber bullying and sexting.
- The governing body nominates a member (normally the chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Headteacher.
- It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, LSCB and national guidance.
- An annual report, using a pro forma provided by the Local Authority, will be submitted to LSCB about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The Headteacher:

- Ensures that the child protection policy and procedures are understood and implemented by all staff.
- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- Supports the designated staff member for looked after children to promote the educational achievement of any students who are looked after by the Local Authority and to ensure that all staff have the skills, knowledge and understanding necessary to keeping looked after children safe.
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- Ensures that students are provided with opportunities in the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.
- Refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Local Authority Designated Officer (LADO) Authority within one working day prior to any internal investigation.
- Ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer.
- Appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

5. Good practice guidelines and staff code of conduct:

To meet and maintain our responsibilities towards students we have agreed standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all students with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving students in decisions that affect them.
- Maintaining a Professional Curiosity
- Encouraging positive, respectful and safe behaviour among students.
- Being a good listener.
- Being alert to changes in students' behaviour and to signs of abuse and neglect and exploitation.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the school's child protection policy, staff handbook (Code of Conduct and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, sexting, Child on Child abuse, e-safety and information-sharing.
- Asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.
- Applying the use of reasonable force and physical intervention only as a last resort and in compliance with the Department of Education guidance on 'Use of reasonable force', school's procedures and LSCB guidance: Restraint and Acceptable Force (DfE 2016).
- Referring all concerns about a student's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care.
- Following the school's rules with regard to communication and relationships with students and use of social media and online networking.

Maintaining a Professional Curiosity

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

6. Abuse of trust

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal ` offence, even if that student is over the age of consent. The school's Staff Behaviour (Code of Conduct) in the Staff Handbook sets out our expectations of staff and is signed by all staff members to confirm they have read and understood these. The Governors at the John Fisher School consider any inappropriate relationship with students to be in breach of our professional expectations.

7. Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion;

communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability and family circumstances.
To ensure that all of our students receive equal protection, we will give special consideration to children who are known to be:

- Disabled or have special educational needs.
- Young carers.
- Affected by parental substance misuse, domestic abuse and violence or parental mental health needs.
- Health Conditions
- Asylum seekers.
- Looked after by the Local Authority 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.
- At risk of child sexual exploitation (CSE).
- Do not have English as a first language.
- At risk of female genital Mutilation (FGM).
- At risk of forced marriage.
- At risk of being drawn into extremism

The John Fisher school community recognises that

- these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

8. Specific Safeguarding Issues
Safeguarding action may be needed to protect children and learners from specific safeguarding issues such as:

- Child abduction and community safety incidents;
- Child Criminal Exploitation (CCE);
- Child Sexual Exploitation (CSE);
- County lines;
- Children and the court system;
- Children missing from education;
- Children with family members in prison;
- Cybercrime;
- Domestic abuse;
- Homelessness;
- Mental health;
- Modern Slavery;
- Preventing radicalisation;

- The Prevent duty;
- Channel;
- Sexual violence and sexual harassment between children in school;
- Serious Violence;
- So-called 'honour'-based abuse;
- FGM;
- Forced marriage

Please note this is not an exhaustive list – but are an indicator of some of the key issues of which staff may become aware.

9. Early Help and use of the Common Assessment Framework (CAF) process

All school staff should be prepared to identify children who may benefit from Early Help, the school recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. All school staff have received CPD to notice any concerns about children which may help to identify that they would benefit from early help. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police), the school will use the Common Assessment Framework (CAF) process to complete an early help assessment and identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The school is committed to working in partnership with children, parents and other agencies to:
- identify situations in which children and/or their families would benefit from early help;
- undertake an assessment of the need for early help, using the CAF process; and
- Provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

The school will be particularly alert to the potential need for early help for any child who is known to be/have:
- disabled and has specific additional needs;
- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether they have a statutory Education, Health, and Care Plan).
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a family member in prison or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing drugs or alcohol themselves.
- has returned home to their family from care.
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.
- Early Help for families and professionals - Sutton Council
- Schools EHC list
- Eligibility Criteria for Targeted Early Help Support in Sutton.docx
- Signposting for families in times of need is vital, especially with the impact of the cost-of-living crisis. For further support please visit: Together for Sutton - Together for Sutton

The CAF process can only be effective if it is undertaken with the agreement of the child's parents/carers. However, young people in secondary schools may consent to a CAF in their own right, subject to Information Sharing Guidance. The school should seek advice from a CAF Officer or the Education Safeguarding Children Adviser in those circumstances. The CAF should involve the child and family as well as all the professionals who are working with them. Staff trained that undertake the CAF process include DSL and Inclusion co-ordinator under the instruction of the DSL. The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help or the CAF process being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary.

10.Attendance

We recognise that full attendance at school is important to the well-being of all our students and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with the London Borough Sutton Attendance, Compliance and Enforcement Service when patterns of absence give rise to concern. Our attendance policy is set out in a separate document and is reviewed regularly by the governing body.

11. Children Missing from Education and Elective Home Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Attendance, absence and exclusions are closely monitored. Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

We follow the DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.

Where a student has 10 consecutive school days of unexplained absence and all reasonable steps* have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to London Borough Sutton Council's Children Missing Education Service.

The Children Missing Education Service can be contacted on 02083230461 or by email to attendance@cognus.org.uk

***Reasonable steps include:**

- Telephone calls to all known contacts.
- Letters home (including recorded delivery).
- Contact with other schools where siblings may be registered.
- Possible home visits where safe to do so.
- Enquiries to friends, neighbours etc. through school contacts.
- Enquiries with any other Service known to be involved with the student/family.
- All contacts and outcomes to be recorded on the student's file.

The School is required by law to have an admission register and an attendance register.

All students must be placed on both registers. The school is required to inform the Local Authority of any student who is going to be deleted from the admission register where they:

- have been taken out of school by their parents/carers and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;

- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The school must notify the Children Missing Education Officer in the Local Authority as soon as the grounds for deletion are met and no later than deleting the student's name from the register. It is essential for the school to comply with this duty so that the Local Authority can, as part of its duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Upon receipt of a referral from the school, the CME Officer will then continue to attempt to track the child, for at least a further 10 school days, using access to additional contacts/services, e.g. Housing. If this also fails to establish the student's whereabouts, the school will be informed by email and may then, but not before, remove the student from roll and place the child's name on the School to School database, entering XXXXXXX in the box for destination. This will place the student on the list of Children Missing from Education.

Deletions from roll agreed with the CME Officer will normally be backdated to the first day of absence.
If the CME Service is able to contact the student and his parents/carers, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the student has registered at another school, the school will delete the child's name from our roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

Students leaving the school for known destinations outside the maintained sector in England and Wales will be updated to the School to School database using MMMMMMM in the destination box. This includes private/independent schools, schools in other countries (including Scotland and Northern Ireland) and students moving into Home Education. The latter will be formally notified to the Home Education Officer by the school as soon as written confirmation is received from the parent/carer(s).
If no confirmation is received the above Missing Children procedures will apply.

Elective Home Education

When a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will make it clear that this is not a decision we would ever recommend. We will liaise with other professionals to coordinate further discussion with parents/carers where possible. This will be particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where the decision to home educate raises safeguarding concerns the DSL (or deputies) will seek further advice from Children's Social Care.

Elective Home Education – Cognus

12.Children who run away or go missing from home or care

The 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 student who runs away or goes missing must be offered a Return Home Interview (RHI) within a period of 72 hours of their return.

RHIs are intended to ascertain the factors that triggered the student's absence. Those factors may include difficulties at home, in school and in the community. The short timescale of 72 hours is imposed in order to ensure that the RHI remains relevant to the student and enables any required action to be initiated at the earliest opportunity.
RHIs are undertaken by professionals who are independent in order to facilitate a discussion with the student that is as open as possible. As soon as the Local Authority receives notification that a student has gone missing from home or care, a letter will be sent to parents/carers seeking their consent to a RHI with their son. Direct contact will then be made with parents/carers and the student to make arrangements for the interview.

In order to fulfil the timescale of within 72 hours, it is essential that all opportunities to interview young people including times during the school day are utilised.
When necessary and in conjunction with the Local Authority, the school will facilitate Return Home Interviews, both in terms of releasing the student from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school site for the interview to take place.

The school will check with the Local Authority whether or not parents/carers have given their consent to the interview. However, young people aged 16 and 17 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore to participate in a RHI or not. With reference to the Fraser Guidelines, younger children may also be deemed able to consent.

If the Local Authority has not received consent from parents/carers and the student is not assessed as being capable of giving or withholding informed consent, the School will contact the parent/carer and seek to secure their consent. Parents/carers may also choose to accompany their son/daughter in interviews and the school/college will facilitate that as appropriate.

13.Helping children to keep themselves safe

Keeping Children Safe in Education 2023 requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.' At The John Fisher School students are taught to understand and manage risk through our Relationships, Sex & Health Education (RSHE), Personal, Social, Health and Economic (PSHE) education, Citizenship, and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed.

Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety.
Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, learning about online safety and the potential risks is embedded in the KS3 IT curriculum and delivered to all students, it includes learning on the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and students who are encouraged to speak to a member of staff of their choosing about any worries they may have.

They are taught to recognise risks in different situations and then decide how to behave responsibly through the Prevent Programme as part of PSHE.
Staff training has been delivered by Regional Prevent Coordinator June 2021.
That work will include discussions with children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as *'sexting'*.
It is recognised that a student may choose to share indecent images with another student in the context of a romantic or sexual relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, sexting of that nature is referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalise young people in those circumstances.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. The DSL will also need to consider the Fraser guidelines in making a judgement about whether or not to respect a student's request not to inform his/her parents/carers.

(Please also refer to 'Sexting' in section 27 below).
Support for students, families and staff involved in a child protection issue
Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

14.We will support students, their families, and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from students or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

15.Complaints procedure

Our complaints procedure will be followed where a student or parent/carer raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way. Complaints are managed by the Headteacher, other members of the Senior Leadership Team and governors. The School's complaints policy is on the website for parents/carers and students to access.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.
Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedure.

16. If staff have concerns about a colleague

Staff who are concerned about the conduct of a colleague - including visiting professionals and volunteers - towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount. The school's *whistleblowing policy* enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's Staff Behaviour Policy (Code of Conduct) – to the Headteacher; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school.

Concerns should be raised regarding anyone working in the school or college, including supply teachers and volunteers who has: Behaved in a way that has harmed a child, or may have harmed a child;
Possibly committed a criminal offence against or related to a child;
Behaved towards a child in a way that indicates he or she may pose a risk of harm to children;
Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

17.Concerns About Staff Behaviour including Low level Concerns.

At The John Fisher School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff.

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors should be taken seriously and reported. Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Headteacher without delay.

Any concerns about the Headteacher should go to the Chair of Governors who can be contacted by email. p.pemberton@johnfisherschool.org marked FAO Chair of Governors.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The Headteacher has to decide whether the concern is an allegation or low-level concern. 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 for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- Unnecessarily 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.

If the Headteacher in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

If the concern has been raised via a third party, the Headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

Records will be kept confidential, held securely and comply with the Data Protection Act 2018. These records would be kept until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

Staff may also report concerns about suspected abuse or neglect directly to Children's Social Care or the Police if they believe direct reporting is necessary to secure action. Contact numbers for both services are displayed in the staff work areas. Staff can also contact the Designated Officer in the Local Authority, who is responsible for the coordination of responses to allegations against people who work with children, by submitting a 'London Borough Sutton MASH - Position of Trust Referral' form or via the Multi-Agency Safeguarding Hub on 02086490418/0420.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00a.m. and 8.00p.m. Monday to Friday or e mail help@nspcc.org.uk. Contact numbers for Children's Social Care, the Police and the LADO and the NSPCC whistleblowing helpline are all displayed in the staff room.

https://www.suttonlscp.org.uk/static/guidance_files/LADO_Protocol_2022.pdf

18.Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. (Appendix A)
A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension the school will provide support and a named contact for the member of staff.

As stated above, all allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the chair of governors.

Staff may also report their concerns directly to the Police or Children's Social Care via the MASH if they believe direct reporting is necessary to secure action.

The full procedures for dealing with allegations against staff can be found in Part 4 of *Keeping Children Safe in Education 2023* and LSCB's inter-agency safeguarding procedures, section 6 - *Managing Allegations Against People Who Work With Children*.
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.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the Police.
In accordance with *Keeping Children Safe in Education 2023*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

19.Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and exploitation and to know what to do if they have a concern. New staff, governors who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- the school's child protection and safeguarding policy
- signs and symptoms of abuse and neglect
- responding to disclosure of abuse or neglect by a child
- reporting and recording arrangements
- the staff Behaviour Policy (Code of Conduct) Staff Handbook
- details of the DSL and DDSL.
- an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.

NB all of the above will be explained *before* a new member of staff, governor or volunteer has direct contact with children in school. The school's child protection policy and Staff Behaviour Policy (Code of Conduct) will be sent with the letter confirming an appointment with a written requirement that the individual read the two policies in advance of starting work at the school. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have read and understood both policies and undertake to comply with them.

All staff, including the Headteacher (unless the Headteacher is the DSL), volunteers and governors will receive appropriate and regularly updated safeguarding and child protection training and thematic updates as required (at least annually) during Staff Professional Days and regular discussions at meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with statutory guidance and any requirements of LSCB.

The DSL will attend training for newly appointed DSLs and/or refresher training every two years delivered by London Borough Sutton Council's Education Safeguarding Service. That training will include up to date information about LSCB inter-agency procedures. In addition, the DSL will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access LSCB inter-agency training as part of their continuing professional development.

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, extremism, sexting, safety, Child on Child abuse, female genital mutilation and forced marriage.

In addition, the Headteacher and at least one governor will attend safer recruitment training and the school will ensure that there are at least two school leaders and/or governors that have attended safer recruitment training within the past three years.
Supply staff and other visitors will be given the school's Visitor Leaflet when they sign in at the school's main reception.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This child protection and safeguarding policy aims to reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionally impacted by things like bullying - without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

20.Safer recruitment

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

In our recruitment and selection of staff and volunteers we will always adhere to the government guidance contained within "*Working Together to Safeguard Children*" (*July 2018 – Updated July 2022)* and '*Keeping Children Safe in Education (DfE 2023).*

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK
- be interviewed by a panel of at least two school leaders/governors, if shortlisted, one of which will had undertaken "Safer recruitment training" (updated every 3 years)

The school will also:

- ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding
- ask at least one question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children.
- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State
- At least one member of each recruitment panel will have attended safer recruitment training.
- All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's child protection and safeguarding policy, Staff Behaviour Policy/Staff Handbook (Code of Conduct), other issues as in section 16 of this policy and identification of their child protection training needs.
- All staff are required to sign to confirm they have received, read and understood a copy of the child protection and safeguarding policy and Staff Behaviour Policy/Staff Handbook (Code of Conduct).

The school obtains written confirmation from supply agencies and third party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the school that the school would have undertaken if they were employing the individual.

The school maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with section 3 of Keeping Children Safe in Education and guidance issued by London Borough Sutton Council.

Regulated Activity
Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2023) part three.

Governors
All governors will be the subject of Enhanced DBS checks as defined in *Keeping Children Safe in Education 2023* .

Volunteers
Volunteers including governors will undergo checks commensurate with their work in the school and contact with students. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

Supervised volunteers
Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's safer recruitment process and statutory guidance.

21.Contractors and Outside Agencies
We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy, as well as the staff code of conduct.

We require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information.

Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check will be required (not including barred list information).

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

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

The identity of contractors and their staff will be checked on arrival at the school.

This policy and procedure will also apply to any organisation using school facilities.

Where the governing body hires or rents out the school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe. The governing body will seek assurance that the body concerned has received relevant safeguarding training and that appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e.,

lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

If school receive allegations about staff using their premises to run activities for children, they should follow their own safeguarding policy, including contacting the LADO.

For more information on regulated activity:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_*data/file/550197/Regulated_activity_in_relation_to_*children.pdf

22.Behaviour Management

Our behaviour policy is set out in a separate document and is reviewed regularly by the governing body. This policy is transparent to staff, parents/carers and students. Our Behaviour policy will be part of all new staffs induction process.

23.Record Keeping

The school will maintain safeguarding (including 'early help') and child protection records in accordance with the guidance document provided by London Borough of Sutton Education Safeguarding Service Child Protection Record Keeping Guidance.
In accordance with that guidance, the school will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately;
- keep records in a meticulous chronological order;
- ensure all records are kept secure and in locked locations;
- ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a student moves.

Safeguarding and child protection records will be maintained independently from the student's ` school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware.

The recommended format (*Record Keeping & Management of Child Protection Information - including guidance on consent Issued September 2011*) for all staff in schools to record any safeguarding or child protection observations or concerns about a child will be through "My Concern" safeguarding software for its record keeping to ensure required standards are met.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Headteacher or DSL, who will advise them to submit a Freedom of Information request for consideration.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

24. Confidentiality and Information Sharing

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student, family and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, another SLT member or outside agency as required (e.g. Education Safeguarding Manager).

It is reasonable for staff to discuss day-to-day concerns about students with colleagues in order to ensure that children's general needs are met in school. However, staff should only refer child protection concerns to the DSL or Headteacher or, in the case of concerns about the Headteacher, to the chair of governors. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. Follow-up checks are still the responsibility of the person making the referral.

The designated safeguarding lead will be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations, and practitioners.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.
- The most important consideration is whether sharing information is likely to safeguard and protect a child. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

The Data Protection Act 2018 and UK 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.

The 'Logging A Concern About A Child's Safety And Welfare Form' used historically and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals on a need to know basis. All reports will be made using "My Concern"

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.
The school's policy on data protection is available to parents and students on request and is also included in the Staff Handbook on the 'Z' drive.

25.Role of the Responsible Adult

Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code.

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on MyConcern.

If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned[1] before questioned about an offence[2], or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e., failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
    a. a police officer;
    b. employed by the police;
    c. under the direction or control of the chief officer of a police force; or
    d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - PACE Code C 2019.

https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible

[1] The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

26.Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.
When school students attend off-site activities, including day and residential visits and work related activities, the school will check that effective child protection arrangements are in place.

27.Photography and images
The vast majority of people who take or view photographs 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 on enrolment for photographs to be taken or published (for example, on our website or in newspapers or publications);
- seek parental/carer consent should they wish their son NOT to be photographed;
- use only the student's first name with an image;
- ensure students are appropriately dressed; and
- encourage students to tell us if they are worried about any photographs that are taken of them.

28.Online Safety / Internet Filtering and Monitoring

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, Twitter, MSN, Tumblr, Snapchat and Instagram. Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, 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.

Children are specifically taught about safe use of the internet, based around the 4 C's of Content, Contact, Conduct & Commerce. They need to be taught what is acceptable and what is unacceptable, and what to do when they feel 'uncomfortable'. When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, **some** pupils are able to access the internet on their own devices using their own data plan. To minimise inappropriate use, pupils are supervised and guided carefully when engaged in learning activities involving online technology. Online safety education is embedded within the curriculum and pupils are taught how to use online technology safely and responsibly. The school also has in place a Personal Electronic Device policy to minimise the risks from Mobile phone use in school.

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

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

- Pupil attitudes and behaviours which may indicate that they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.
- The arrangement for and Importance of Filtering and Monitoring with Internet access in school.

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

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material, including when they are online at home. Appropriate filters and appropriate monitoring systems should be in place. Where children are being asked to learn online at home, the Department for Education has provided advice to support schools and colleges to do so safely.

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 hand held 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. (E-safety statement can be found on the school's website). Every reasonable precaution is taken to ensure that no access is given within school to inappropriate sites – either on our network or through own devices (as they are not permitted to be used on site and cannot access our internet).

Appropriate filters and monitoring systems that are not too restrictive as to restrict a child's education; are in place as referred in Keeping Children Safe in Education (Annex C).

- Filtering refers to the technology preventing access to harmful or inappropriate content, our filtering is provided by Webscrren from LGFL. WebScreen is a flexible, safe web filter designed specifically for schools, it is constantly scanning the internet to categorise and identify harm in new and old websites, WebScreen streamlines a complex task: keeping children safe online.

- Monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. The school uses Impero to monitor the all online activities on the school network. Any inappropriate searches get captured. Relevant reports can be sent to DSL daily – this allows DSL/ team to take appropriate steps to inform curriculum.

Students can Bring their own device (BYOD), they will connect to student restricted WiFi which IT have full control of, implementing the restrictions. This is monitored on a daily basis.

The school's e-safety statement can be accessed from the 'Z' drive and school website and explains how we try to keep students safe in school and protect and educate students in the safe use of technology. Cyberbullying and sexting by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation statement (see appendix D) or child protection procedures (see 'Sexting' below). All staff receive online safety advice regarding the use of social networking and electronic communication with students.

Most children and young people have unlimited and unrestricted use of the internet on their mobile devices as a consequence of this a clear policy on use of devises is required. As *Keeping Children Safe in Education* students will read and sign a "bring you own devise policy"

Staff/student relationships

Staff also receive advice regarding personal online activity, use of social networking and electronic communication with students, about which there are strict rules highlighted in the Staff Handbook. Staff found to be in breach of these rules may the subject of a referral to the Designated Officer in the Local Authority and may be subject to disciplinary action.

29. Child protection procedures

Child protection statement
We at the John Fisher School recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive or have access to effective support, protection and justice. The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of London Borough of Sutton Safeguarding Children Board (LBS).

Recognising abuse

To ensure that our students are protected from harm, we need to 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. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Do not delay

- Tell the Designated Safeguarding Lead as soon as you can – it may be necessary to interrupt a lesson to do this – do not leave notes in the Designated Safeguarding Lead's pigeonhole as they may not get back to check their post until the end of the day once the pupil has gone home.
- Early referral gives more time to offer help to the pupil and family before the situation becomes more serious.
- When the matter is already severe or serious, early referral gives more time for others to protect the pupil.
- The Designated Safeguarding Lead may consult the Children's First Contact Service (CFCS).

More detailed information about receive and record a disclose is found in Appendix B

Abuse: form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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

Sexual abuse

involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as Child-on-Child Abuse) in education and all staff should be aware of it and of the school's policy and procedures for dealing with it

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 or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Definitions taken from *Working Together to Safeguard Children (HM Government, 2013)*.

LSCB_NeglectPracticeToolkit_A4.pdf (suttonlscp.org.uk)

For more information, go to: https://tacklechildabuse.campaign.gov.uk

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 is also quite difficult for anyone without medical training to categorise injuries into 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 Designated Safeguarding Lead.

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 include:

- 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 uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;

- self-harm;
- 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 to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- display sexual knowledge or behaviour beyond that normally expected for their age and/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

The impact of child abuse, neglect and exploitation, should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or mental health difficulties.

Taking action

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 and certainly by the end of the day;
- 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;
- complete a record of concern, using a "My Concern"
- seek support for yourself if you are distressed or need to debrief.

If a member of staff or volunteer is concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk but have no 'real' evidence. The student's behaviour may have changed, for example their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may 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. It is fine for staff to ask the student if they are OK or if they can help in any way.

Staff should use "My Concern" to record & report these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL.
Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help/CAF process as in section 8 of this policy.

If a student discloses to a member of staff or volunteer

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a student talks to a member of staff about any risks to their safety or wellbeing, *the staff member will need to let the student know that they must pass the information on* – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen but if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with students staff will:

- allow them to speak freely;
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
- not be afraid of silences – staff must remember how hard this may be for the student;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student's mother think about all this; (however, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?)
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the student what will happen next;
- let them know that someone (either you or another named person, e.g. the DSL) will come to see them before the end of the day;
- report verbally to the DSL;
- write up their conversation as soon as possible and report the concern via "My Concern"
- seek support if they feel distressed or need to debrief.

Contact with the family

Contact with the family **should always** be discussed with the Designated Safeguarding Lead, who may consult the Children's First Contact Service (CFCS) or the Education Safeguarding Team.

In cases where a minor physical injury causes concern, then the school's policy for dealing with accidents should be followed. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil from harm), advice must be taken immediately from the Children's First Contact Service (CFCS).

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help, but if concerns persist, the Designated Safeguarding Lead will need to refer to the Children's First Contact Service and will normally advise the family of this unless specifically told otherwise.

In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the Children's First Contact Service before discussing this with the family.

Sutton_LSCP_CSA_protocol_2020.pdf (suttonlscp.org.uk)

Making a referral to Children's Social Care

The DSL will make a referral to Children's Social Care if it is believed that a student is suffering or is at risk of suffering significant harm (*see Section 'Submitting child protection referrals'*).
However, Keeping Children Safe in Education (Sept 2023) emphasises that any member of staff may make a direct referral to Children's Social Care if they genuinely believe independent action is necessary to protect a child.

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 child or create undue delay.

30.Mental Health

All staff at the John Fisher School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If a child has suffered abuse, neglect or and other potentially traumatic adverse childhood experience it can have a lasting impact throughout their childhood and beyond. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Through a whole-school approach, we actively seek to promote emotional health and wellbeing by helping pupils to understand their feelings and the feelings of others.

School staff are not expected or trained to diagnose mental health conditions or issues, only appropriately trained professionals can make a full diagnosis of a mental health problem. Staff however are well placed to observe children and identify if they are having a mental health issue or may notice behaviours that may be of concern.

Where there are concerns around Mental health School staff will refer pupils to the school's pastoral team in the first instance. Where though staff have a mental health concern about a child that may also be a safeguarding concern such as potential abuse, neglect or exploitation is considered they should raise the issue by informing the designated safeguarding lead or a deputy via My Concern. The school has multiple staff members trained as mental heath first aiders and an extended Wellbeing team identifiable by Pink lanyards.

See: Appendix G for further definitions

31.Child on Child Abuse/Harms

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse/harm. This is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery).

- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

If a member of staff thinks for whatever reason that a student may pose a risk of harm to himself or to others (this includes but is not limited to cases of serious bullying or Harmful Sexual Behaviours) the member of staff should report their concern to the DSL as soon as possible (see the School's Behaviour Policy) accessible on the School's website for further details).
Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Child on Child abuse/harm can be a one-off serious incident or an accumulation of incidents. It can involve physical, emotional or sexual abuse. Child on Child abuse/harm involves someone who abuses a 'vulnerability' or power imbalance to harm another and have the opportunity or be in an environment where this is possible. While perpetrators of child-on-child abuse/harm pose a risk to others, they are often victims of abuse themselves.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We recognise that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

See Appendix F for the JFS Response to report of Sexual Violence

32. Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people.
All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. The school's Anti-Bullying procedures are contained in the 'Behaviour Policy' which is accessible on the School's website and 'Z drive'.

If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing early help (CAF) or child protection procedures.
Please also refer to issues in relation to children who are sexually harmful or abusive towards other children below.

33. Children with sexually harmful or inappropriate behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures as above where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.
Abusive behaviour by one child towards another will not be tolerated, minimised or dismissed as 'banter' or 'part of growing up'.

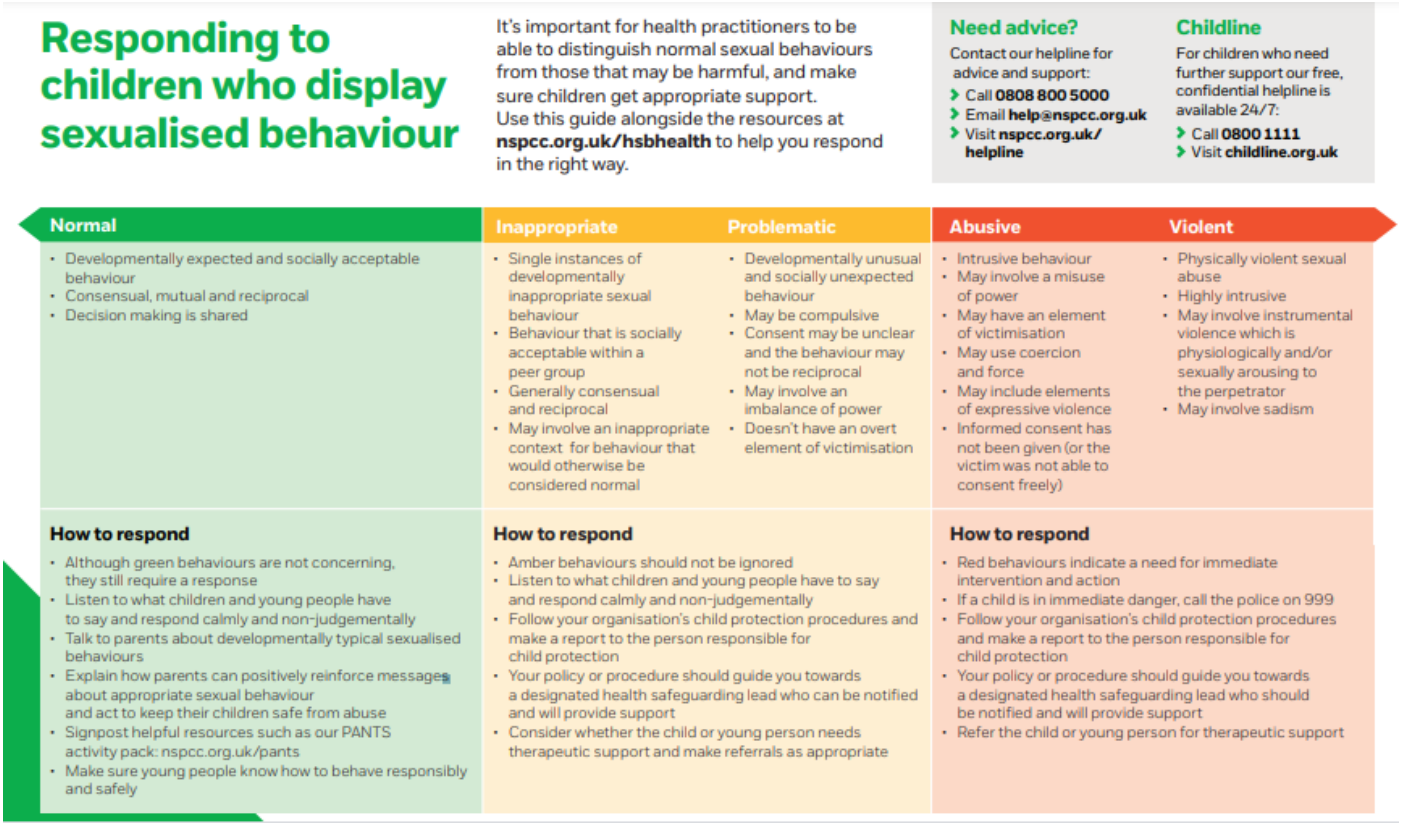
Staff will be mindful of the different gender issues that can be prevalent when dealing with Child on Child abuse although it is recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group.

Members of staff who become concerned about a student's sexualised behaviour, including any known online sexualised behaviour, should record their concerns and report them to the DSL as soon as possible, as with any other safeguarding concern.
Any instances of sexual harm caused by one student to another and any situation where there are concerns about power imbalance, coercion or force will be discussed with Children's Social Care. The school will also be informed by the Police or Children's Social Care about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexualised inappropriate or sexually abusive behaviour displayed by students inside and/or outside school.

In all such circumstances, the school may be required to attend a strategy meeting under LSCB inter agency child protection procedures in order to facilitate risk management and planning with other agencies.

In responding to cases involving children or young people who have committed sexually abusive behaviours, Children's Social Care will consult with the Sexualised Inappropriate Behaviours Service (SIBS), for advice, consultation or provision of a direct service. A wide range of practice guidance, knowledge and therapeutic materials has been developed by SIBS to inform the interventions relating to children and young people with sexual behaviour difficulties.

In circumstances where a child displays sexualised inappropriate behaviour but evidence of sexual harm towards other children is not clear-cut, the school may seek consultation and advice from SIBS and/or the Education Safeguarding Manager.



In deciding the most appropriate response, relevant considerations will include:

- the nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually inappropriate or aggressive behaviour;
- the context of the abusive behaviours;
- the child/student's development, family and social circumstances;
- the need for services, specifically focusing on the child/student's harmful behaviour as well as other significant needs; and/or
- the risks to self and others, including other children in the school, household, extended family, peer group and wider social network.

The school is committed to participating in plans both to provide students who are at risk from other children and those students who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitating ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

34. Sexual exploitation of children

Child sexual exploitation 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology, victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to the trafficking of children.

The school teaches children about consent and the risks of sexual exploitation as part of its RSHE program. The teaching includes Positive relationships, consent, Domestic conflict, Child sexual exploitation, Sexual Harassment and

Abusive relationships. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation of children and all concerns are reported immediately to the DSL. The DSL will consider the need to make a referral to Children's Social Care via the MASH (see section 33 below) as with any other child protection concern and with particular reference to LSCB Child Sexual Exploitation procedures. Parents/carers will be consulted and notified as above.

Following a referral to Children's Social Care, a Multi-Agency Sexual Exploitation (MASE) meeting may be convened under LSCB inter-agency safeguarding procedures. The school will attend and share information at MASE meetings as required. Parents and young people will be invited to attend MASE meetings by Children's Social Care as appropriate.

See Appendix D for Indicators of child sexual exploitation

UpSkirting

Upskirting became a specific criminal offence under the Voyeurism (Offences) Act 2019 in England and Wales with offenders facing up to two years in prison. 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Sexting

As with all other actual or possible safeguarding issues and concerns, staff should not make their own judgements about whether a 'sexting' issue 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 'sexting' issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff should secure the device (i.e. it should be confiscated). This is consistent with *DfE advice Searching, Screening and Confiscation - Advice for Headteachers, school staff and governing bodies (DfE February 2014), page 11 'After the search'.*
The confiscated device will be passed immediately to the DSL. Staff will not look at or print any indecent images.

The DSL will make a judgement about whether the reported 'sexting' 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 or sending or showing of images without the knowledge or against the will of a student who is pictured.

Aggravated incidents of sexting will usually be referred to London Borough of Sutton's Multi-Agency Safeguarding Hub (MASH) 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/carers require support in order to safeguard their children;
- a multi-agency sexual exploitation (MASE) meeting is required;
- any of the perpetrators and/or victims require additional support. This may require the initiation of a CAF and the offer of early help services.

Examples of aggravated incidents include:

- any evidence of pressurising, intimidating, bullying, extortion and/or threatening 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. students in a class or year group) to create and share indecent images of themselves;
- pressurising a younger student or students to create and share indecent images of themselves;
- pressurising a student with additional vulnerability to create and share indecent images of themselves;
- dissemination of indecent images of young people to a significant number of others (either as an act of so-called 'revenge porn' or exploitation);
- any evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a student known to the victim).

The DSL will make a judgement about whether or not a situation in which indecent images 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/carers 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 usually consult with the Police and/or Children's Social Care through the MASH to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

35. Child Criminal Exploitation (CCE)

CCE occurs 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.

Some of the following can be indicators of CCE:

• children who appear with unexplained gifts or new possessions;

• children who associate with other young people involved in exploitation;

• children who suffer from changes in emotional well-being;

• children who misuse drugs and alcohol;

• children who go missing for periods of time or regularly come home late; and

• children who regularly miss school or education or do not take part in education.

36. County Lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

37. Serious Violent Crime

All staff should be 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, or 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 should be 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 and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

38. Domestic Abuse

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;

(b) violent or threatening behaviour;

(c) controlling or coercive behaviour;

(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

The School is a Part of Operation Encompass with Mr D.Mawer & Mrs A. Highfield as the Key Adults.

39. So-called 'honour based' abuse

So-called 'honour-based' abuse (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV.
All forms of so called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern.

Female Genital Mutilation

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.
Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by students with female siblings/relations about going on a long holiday during the summer vacation period.
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 https://www.gov.uk/government/publications/female-genital-mutilation-guidelines for further information).

If staff have a concern about information one of the students at The John Fisher School shares about their sister or a girl who may be at risk of FGM, they will personally report their concern to the police and inform the DSL as they would any other safeguarding concern. 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. Although The John Fisher School is an all-boys school, staff are not excluded from 'mandatory reporting'.

40. Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) 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 receive training on an annual basis and should be particularly alert to suspicions or concerns raised by a student about being taken abroad and not be allowed to return to England. The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL. It is now an offence, under the Marriage and Civil Partnership (Minimum Age) Act to cause a child under the age of 18 to enter a marriage in any circumstances, without the need to prove that a form of coercion was used. This includes non-legally binding 'traditional' ceremonies which would still be viewed as marriages by the parties and their families.

If staff are concerned or have information that a student is in distress because they fear being forced to marry or that a forced marriage has already taken place they should complete a 'Logging A Concern About A Child's Safety And Welfare Form' and pass it on to the DSL. The DSL will make a referral to Children's Social Care, and if a crime may have been committed, a report is to be made to the Police also. Children's Social Care will assess the information as part of their investigation. However, if the student trusts a member of staff with the disclosure, the member of staff will take the opportunity to record the allegation and other details as there may be an urgency if the student either:

- Can rarely escape surveillance and talk freely to someone, or
- Because there are plans to remove this student – especially urgent if this in to another country.
- Also, in case the student disappears, it is important to:
- Give some basic information on what services can help,
- Some basic safety planning and
- To gather relevant information to assist in the referral to Social Services or the Police

41. Radicalisation and Extremism (Prevent Duty)

The school has defined responsibilities within the Counter Terrorism and Security Act 2015, to ensure that children are safe from terrorist and extremist material when accessing the internet in school. Schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'

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

Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.
As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that 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.

During the process of radicalisation it is possible to intervene to prevent vulnerable students being radicalised. The school is committed to preventing students from being radicalised and drawn into any form of extremism or terrorism.

The 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.
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 individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

The school recognises the importance of providing a safe space for children to discuss controversial issues; and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. However, the school will make appropriate referrals to the Police PREVENT team and Channel programme (see appendix E) in respect of any student whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The school will discuss any concerns about possible radicalisation identified in school with a child's parents/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; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation.

The school expects all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Staff Handbook, 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 website www.educateagainsthate.com informative and useful. The website is designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school and college leaders.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school

- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

42. Private fostering arrangements

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. It applies to children under the age of 16, or aged 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. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools 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 the school becomes aware of a private fostering arrangement for a student that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

43. Staff reporting directly to child protection agencies

Staff should ordinarily follow the reporting procedures outlined in this policy. However, as emphasised in *Keeping Children Safe in Education 2023* , any staff member can refer their concerns directly to Children's Social Care and/or the Police if:

- the situation is an emergency and the DSLs, the Headteacher and/or the chair of governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the student's safety; or
- for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or Headteacher at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

If in any doubt, members of staff may consult the MASH (details below) or seek support from the Sutton The Multi-Agency Safeguarding Hub (MASH): 0208 770 6001 (referrals and advice) Fax: 020 8649 0416
Gill Bush – education lead at Sutton – 0208 770 5590 or 07701 280793 (for advice and referrals)
Email: mash@sutton.gov.uk.cjsm.net

44. Submitting child protection referrals

All child safeguarding / child protection referrals should be via the Children's First Contact Service Referral Form. This can be found as a Google Form, accessible via a link Children's First Contact Service Referral Form (see Appendix C)

They can also be reached on Telephone number 020 8770 6001/ 6072 & email cfcs@sutton.gov.uk

All urgent child protection referrals, i.e. where there is an immediate concern about a child's safety, should be made in the first instance by telephoning the MASH on 0208 770 6001. This should be followed by submission of the form as above.

Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team on telephone number 02087705000.

If staff are ever concerned that a child is in immediate danger, they will contact the Police by dialling 999.

45. Related safeguarding portfolio policies

- Keeping Children Safe in Education (2023) [Part One]; and school leaders and staff that work directly with children should also read Annex B
- Safeguarding and Child Protection Policy
- School's Behaviour Policy
- Children Missing Education (incorporated in Safeguarding Policy & Attendance)
- Staff Behaviour Policy/Staff Handbook (Code of Conduct.)
- Physical intervention and the use of reasonable force.
- Complaints procedure.
- Bullying.
- Whistleblowing.
- SEN.
- Staff Grievance (Sutton LA policy).
- Relevant Government Guidance on Safeguarding.
- UN Convention of the Rights of the Child 1991
- Remote education Policy.

46. Special Circumstances Children who are looked after

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated staff member for looked after children and the DSL hold details of the child's social worker and the name and contact details of the Local Authority's virtual head for children who are looked after.

47. Work Experience

The school adopts Sutton LA detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervising students on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (Sept 2023)*.

48. Children staying with host families (See Educational Visits and Trips Policy)

The school may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in Keeping Children Safe in Education 2022 to ensure that hosting arrangements are as safe as possible. Some overseas students may reside with host families during school terms and we will work with the Local Authority to check that such arrangements are safe and suitable.

KCSIE 2023, Annex D explains in full the requirements for schools to follow their statutory duties regarding hosting and exchange visits.

49. LONDON BOROUGH OF SUTTON CONTACT DETAILS:

For safeguarding enquiries please contact the Education Safeguarding Team:

Hayley Cameron hayley.cameron@cognus.org.uk Safeguarding Lead

Stephen Welding stephen.welding@cognus.org.uk Prevent and Online safety

Mick Bradshaw mick.bradshaw@cognus.org.uk Trips & Visits

Gillian Bush gillian.bush@cognus.co.uk MASH

020 323 0423 / 07701 280793

To refer a concern about a child: Multi-agency Safeguarding Hub (MASH)

Tel: 0208 770 6001

Children's First Contact Service (CFCS) – 020 8770 6001 childrensfirstcontactservice@sutton.gov.uk
Social Care - Out of Hours – Emergency Duty Team – 0208 770 5000 x9

Sutton Local Safeguarding Children's Partnership: 020 8770 4879

suttonlscp@sutton.gov.uk

Website: www.suttonlscp.org.uk

Sutton LA LADO (Local Authority Designated Officer) – 0208 770 4776 (LADO@sutton.gov.uk)

LBS Prevent and Hate Crime Manager – 0208 649 0672

Education Safeguarding Manager – 07736 338 180

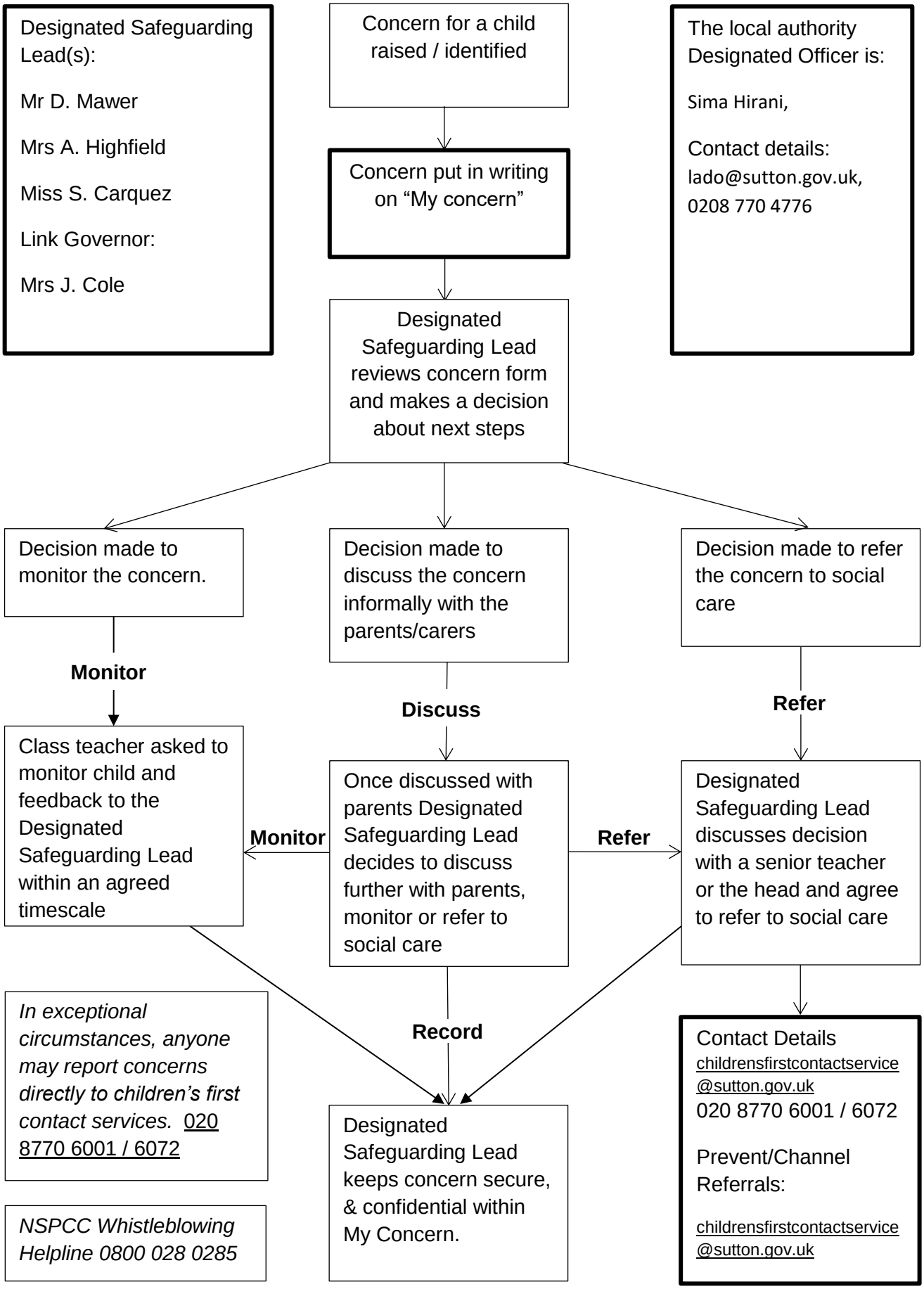
Escalation procedures - Sutton LSCB Escalation Policy September 2015.pdf (suttonlscp.org.uk)

Child Death Review – Operating Protocol and Guidance

General Contacts:

- Ofsted 0300 123 1231
- Ofsted whistle blowing line – 0300 123 3155
- Police 999
- NSPCC 0808 8005000
- NSPCC whistle blowing helpline number – 0800 028 0285
- ChildLine 0800 11 11

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Managing a Disclosure

It is important to remember that students may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong**. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.**

It can be very hard for them to open up about what's happened to them or how they are feeling. They might be worried about the consequences or that nobody will believe them. They might've told someone before and nothing was done to help them. Sometimes they might not know what's happening to them and struggle to share what they're feeling. If a student chooses to make a disclosure to you please follow the advice below.

Why children may make a disclosure

There are lots of reasons why a student might to disclose to:

- Realising something wrong.
- Not being able to cope any more.
- The issue is getting worse.
- Wanting to protect others.
- Wanting someone to be punished.
- Trusting someone enough to tell them.
- Someone asks them directly.

What to say to a child and how to respond

1. Give the student your full attention, listen to what they are saying, make a clear record.
2. Maintain a calm appearance.
3. Don't be afraid of saying the "wrong" thing.
4. Reassure the student it is right to tell and that you are taking them seriously
5. Let the student take their time, don't "push" them.
6. Let the student use their own words.
7. Don't make promises you can't keep.
8. Review your notes with the student to ensure clarity.
9. Tell the student what you plan to do next.
10. Report via My Concern

Each of these are discussed in more detail below.

1. **Give the student your full attention; listen carefully to what they're saying.**

A student might not always choose the best location to begin talking about what happened to them. If you are in a busy and/or noisy place, ask the student if you can move to a place where you can hear him or her properly. While remaining sensitive to the student's needs, let them know that you want to be able to give them your full attention. Respect their wishes about where the best place is: some localities may trigger negative memories or be reminders the issue (e.g., being alone in a quiet, isolated place with an adult).Be patient and focus on what you're being told. Try not to express your own views and feelings. If you appear shocked or as if you don't believe them it could make them stop talking and take back what they've. You should make a clear record of the conversation, this should be reviewed with the students at the end of the disclosure to ensure accuracy and should be passed to a member of the safeguarding / pastoral team as appropriate.

2. **Maintain a calm appearance**

Inevitably, disclosures may evoke strong feelings for the adult hearing it. For some, the news may be overwhelming. Although potentially difficult, it is helpful if you can be calm and patient. Allow time for the student to trust that they will be listened to and helped. It can be useful to remember, particularly when the disclosure is of past abuse, that the student has already survived the abuse. The only thing that has changed is your awareness of it. If the student becomes aware of your distress, reassure the child that they is not the cause of the distress. You can explain that you are upset because adults are meant to care for children and you are sad because some adults hurt children.

3. **Don't be afraid of saying the "wrong" thing**

Children will very rarely disclose a secret if they have decided not to, therefore, if a student has revealed to you that they are or have been experiencing an issue or are being abused, it is a sign that they trust you and that simply speaking to you will be helpful. Try not to be distracted by needing to know exactly the "right" thing to say. As long as you listen supportively then the student will benefit from talking to you.

4. **Reassure the student that it is right to tell and that your are taking them seriously**

Address any concerns about the student's safety, particularly if they fears potential consequences of disclosing. The student may need to be reassured of the same things repeatedly over an extended period of time, especially in serious cases. In cases of abuse it is vital that the student knows that the abuse, and anything that happens afterwards, are the responsibility of the perpetrator for committing the abuse, not the student for disclosing. For example, if parents separate after a disclosure of child abuse, the student needs frequent reassurance it was not their fault.

5. **Let the student take their time don't "Push" them**

Disclosing is difficult for students and something they may only be able to do a little at a time. Allow the student to take their time to speak. Some children may not wish to talk much about the issue and might want to resume some regular activity soon after disclosing. Others, however, may need to talk for longer about different aspects of their experience. It is important that the student does not feel rushed or panicked and that you have plenty of time to soothe and reassure him or her. For children who disclose indirectly, be mindful that this process may take several days or weeks. During this time it is possible to gently and occasionally let the student know that you will listen to anything they have to say when they are ready. Accept that the student will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult

It is important that children and young people disclosing abuse feel in control of their situation. This is to counter the experience of violation and loss of control caused by the abuse. It is also important to acknowledge the child's bravery and strength in talking about something that is difficult. Understanding that a student may reveal only minimal details of abuse will help you to accept the disclosure under the child's or young person's terms. It is

possible to gently prompt with questions such as: "Can you tell me more about that?" but it is best not to press the student for details. You are recording not investigating.

6. **Let the student use their words**

Children and young people have their own way of describing their experiences. It can be useful to clarify what they mean by asking: "Are you saying ... ?". It is important not to assume you and the student mean exactly the same thing. It is also important not to ask questions that suggest the "right" words to a student, or in a way that can be seen as putting words in the child's mouth. Quizzing the student for details or asking him or her to repeat their story a number of times can create the impression you doubt what the student has said. This type of quizzing might also be interpreted as "leading" the child, any questions asked should be relatively general and aimed at eliciting just enough information in order to work out what action is required and who to refer the disclosure to. Allowing the student to use their own words is important in minimising their discomfort. Let the student know it is okay to use any words they want to or to say whatever they need to. It is also important that the student use their own words in case there is a subsequent court case.

7. **Don't make promises you can't keep**

Sometimes students fear repercussions for making a disclosure for themselves or other family members. Because of this, a student might ask an adult to promise secrecy before disclosing. **Such a promise should not be made**. By telling the child: "I can't make that promise, but I can tell you I will do my best to keep you safe", you can reassure the child, manage expectations, and encourage them to speak out.

8. **Review your notes with the student to ensure clarity**

Once the student has finished the disclosure you should go back over your notes to ensure that you have understood exactly what they have told you, they should be given the opportunity to clarify at this time.

9. **Let the student know what you will do next**

When explaining to a student what you will do next, it is important to ensure they understand. In most instances this will to pass on the detail to a member of the safeguarding or pastoral teams. Try to avoid speaking about organisations and authorities that the student may not be familiar with, without explaining the organisation's name, its purpose and what its staff will do. Advise the student that in order to help them they will need to talk to another person (safeguarding or pastoral team) about their experience and that you will support him or her through that experience if they wish. Let the student know they can ask about what will happen next as often as they needs to.

Reassure them that your conversation will only be revealed to others where it is absolutely necessary.

10. **Report on My Concern what the child has told you as soon as possible.**

Report as soon after you've been told about the issue so the details are fresh in your mind and action can be taken quickly. This should be done via My Concern and a member of the safeguarding team will pick it up.

All Staff have a "My Concern" Log-in , all safeguarding concerns should be logged through this via the "Report a Concern button". All staff receive training on My Concern as part of their Induction.

All concerns will be logged and followed up.

Appendix c

https://docs.google.com/forms/d/e/1FAIpQLSePLWJRlkTCD3AmrZGi6bC_gQZ00L7KYgZcS5wckrFm4ok8bg/viewform

London Borough of Sutton Children's First Contact Service

This form MUST be used to make all types of SAFEGUARDING referrals and EARLY HELP requests to the London Borough of Sutton Children's Services

A range of other information, advice and support available locally and nationally that may be of assistance can be found on Sutton's Local Offer
https://www.sutton.gov.uk/info/200611/suttons_local_offer

If you are unsure of the support needed or if needs change and escalate please discuss this with the CFCS team.

CFCS 020 8770 6001/6072 or CFCS@Sutton.gov.uk

Your form will be acknowledged by return, you will be sent a copy of your responses

Form needs to be completed before timing out

* Required

Email address *

Your email

How concerned are you about the child, on a scale of 1-10 (with 1 being seriously worried and 10 being no concerns) *

APPENDIX D: THE JOHN FISHER SCHOOL STATEMENT ON AWARENESS AND PREVENTION OF CHILD SEXUAL EXPLOITATION

CHILD SEXUAL EXPLOITATION

The Government deplores the sexual exploitation of children, and will not tolerate failure at any level to prevent harm, support victims and bring offenders to justice.

* *Tackling Child Sexual Exploitation, March 2015.*

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

* *Keeping Children Safe in Education 2022, statutory guidance.*

There can be a significant age gap between the young person and the perpetrator, though this is not always the case. Any young person is at risk of CSE, regardless of age, race, cultural background. Incidents of Child Sexual Exploitation involving peers is rising statistically.

Child Sexual Exploitation is a form of child abuse. This 'statement' must be read in conjunction with The John Fisher School's Safeguarding and Child Protection policy. Any concerns about a child must be responded to urgently following the procedures outlined in the Safeguarding and Child Protection policy.

In keeping with statutory guidance, no child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE.

ANYONE CAN MAKE A REFERRAL INTO SOCIAL CARE
IF A CHILD IS AT RISK OF SIGNIFICANT HARM, PLEASE CONTACT THE MASH 03001261000 OR THE POLICE 101 OR 999 IMMEDIATELY.

SCHOOL STATEMENT ON AWARENESS AND PREVENTION OF CHILD SEXUAL EXPLOITATION

At The John Fisher School we strive 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 Statement is to create a considered and consistent approach to dealing with CSE at The John Fisher School.

AIMS AND OBJECTIVES

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

THERE ARE 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.

The John Fisher School will promote the right young people have to feel safe, provide curriculum based input on development of healthy friendships and relationships, how to stay safe when using technology including mobile phone applications and social networking, sexual health and self-care, and an awareness of how young people can get help swiftly when interactions begin to feel unsafe. This will be achieved through a range of means, including and not limited to our whole school ethos, safeguarding policies (including behaviour and e-Safety), and the school's anti-bullying agenda. The John Fisher School will communicate with the whole-school community, ensuring all staff, volunteers and visitors are aware of how students are encouraged to keep themselves feeling safe. School will work in partnership with parents, carers and families to support young people with online safety.

Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. Young people at our school will be supported in terms of recognising and assessing risk in relation to CSE, and knowing how and where to get help. Useful resources list can be accessed at the end of this document. E-Safety is embedded throughout the school and young people will have strategies for how to respond when they feel unsafe online. The school will engage with outside support which may include visits from representatives from relevant charities (NSPCC, Barnardo's), and the Local Authority e-Safety officer for schools.

Senior management and governors in the school are committed to dealing with the issue of Child Sexual Exploitation, and will co-operate fully with outside agencies including the police, health and social care to enable potential situations of Child Sexual Exploitation to be identified rapidly and a swift response follows, in line with Sutton Safeguarding Children Board procedures, and clearly defined interventions can be put in place without delay. Interventions will include a robust multi-agency approach, based on an infrastructure of support around the young person and family. Support will be offered to the young person's peer group and their families, where appropriate.

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 etc), drug/alcohol, mental health or other difficulties themselves, and 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. The senior leadership team encourages all staff to 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 identifying concerns relating to CSE, this information should be shared immediately with the Designated Safeguarding Lead. The concerns will be reviewed and appropriate action taken in line with this document and the school Child Protection and Safeguarding policy and procedures. Where appropriate consultation will take place with the Referral and Assessment Team and/or the Borough Designated Officer for Missing Persons/Child Sexual Exploitation.

PREVENTION:

Staff are made aware of this 'statement' and the importance of on-going vigilance and early intervention to prevent the likelihood for sexual exploitation and abuse occurring. The issue of Child Sexual Exploitation will also be 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:- This will be achieved through staff briefings and student assemblies which will provide information and guidance relating to CSE as well as the support available in school and through external agencies.

Information and guidance:- Will be provided and reinforced through tutor time and the Citizenship and PSHE curriculum. This will provide 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 the Child Protection and Safeguarding 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 and therefore, by way of response, The John Fisher School has a robust E-Safety policy to ensure students are taught to recognise online risk and who to report any concerns to. The John Fisher School will commit to having appropriate staff complete CEOP (Child Exploitation and Online Protection) training and attend Borough training on CSE to ensure that appropriate knowledge and skills are available to support the school community.

WHAT TO DO IF A STUDENT IS IDENTIFIED AS AT-RISK OF SEXUAL EXPLOITATION:

- Complete the online assessment which is referred to in the section above.
- Contact the Multi Agency Sexual Exploitation (MASE).
- If a student discloses and there is evidence to suggest that a crime has been or may have been committed against them, contact the police and report the crime noting the incident number for future reference.

Send in a referral to social care following the procedures in the Thresholds and Pathways document. The School will use the Sutton CSE Toolkit (file:///C:/Users/User1/Downloads/CSE%20Toolkit%202015%20Final%20Word%20Version%20080915.pdf) for submitting supporting evidence and referral form and submit them electronically.

Where a concern about CSE being raised in relation to a student by a staff member or a member of the public, DSLs will need to complete the following actions as soon as possible and within 2 hours:

- speak with the student if appropriate
- complete the online CSE assessment
- contact the Multi Agency Sexual Exploitation (MASE) and, if needed, the police
- submit a referral into social care with the completed toolkit - attached

If a child or young person goes missing at any point during this process, the Multi Agency Sexual Exploitation (MASE) and the Police must be contacted immediately and the Missing protocols must be followed which can be found at: https://moderngov.sutton.gov.uk/documents/s43696/Children%20Missing%20Education%20Policy%20Report%20-%20November%202015.pdf

SCHOOL STAFF

Staff at The John Fisher School will access training as determined by the Senior Leaders of the school. Staff will uphold their duty of care, ensuring they are vigilant at all times, and mindful of the early indicators that a student might be involved with socialising with people who are older, or even the same age, and might be at risk of being Sexually Exploited. Teaching staff will endeavour to create a safe learning environment, where students feel safe and confident to fully participate in lessons and discussions. A safe environment will be created by:

- Agree ground rules with students, including confidentiality. Confidentiality should be maintained in line with all school policies and the Safeguarding and Child Protection policy.
- Model behaviour and being aware of values and attitudes, preconceptions and feelings. Staff will be prepared to challenge any inappropriate language and attitudes including stereotyping and will recognise diversity and gender within the teaching group.
- Building trusting relationships which will set the tone for lessons and helps to reinforce positive relationships.
- Ensuring each student in their class can identify at least 3 and preferably 4 adults in school that they could approach to talk with and perhaps ask for help if they felt unsafe.
- The listening culture in school must be actively promoted by all members of staff to clearly communicate to students that they can talk with someone at school if feeling unsafe.

E-SAFETY

All young people are at risk of online grooming which could result in sexual exploitation. We will ensure that our e-safety procedures are robust and that students are taught online safety skills so they know:

- online risks
- how to recognise unsafe online contact
- to be confident to report any concerns about themselves or others to staff in school staff. *See also E-Safety policy*

YOUNG PEOPLE AT RISK OF SEXUAL EXPLOITATION – INDICATORS* CAN INCLUDE:

***Not an exhaustive list**

The school is aware that students with the following vulnerabilities are more at risk of being sexually exploited:

- Children and young people who have been excluded
- Children and young people recorded as Missing Education
- Children and young people with Special Educational Needs
- Children and young people in Care of the Local Authority
- Poverty and deprivation
- Previous sexual, physical and/or emotional abuse
- Familial and community offending patterns
- Prevalence of undiagnosed mental health problems/ family history of mental health difficulties.
- Family history of Abuse or Neglect
- Family history of Domestic Abuse
- Family history of Substance Misuse
- Breakdown of family relationships
- Low Self-Esteem
- Children frequently missing from home

POSSIBLE WARNING SIGNS/RISK INDICATORS

The school is aware that children are groomed in different ways. The following can indicate or signify if children are being groomed or being sexually exploited:

- Being secretive or withdrawn.
- Being hostile or physically aggressive in their relationship with parents/carers and other family members.
- Associating/developing relationships of a sexual nature with a significantly older man or a woman.
- Having money, mobile phones, clothes, jewellery or other items not given by parents/carers.
- Changing physical appearance - new clothes, more make-up.
- Being defensive about where they have been and what they've been doing.
- Having increasing health-related problems.
- Staying out late and/or going missing.
- Returning home after long intervals but appearing to be well cared for.

- Becoming disruptive or using abusive language.
- Getting involved in petty crime.
- Volatile behaviour.
- Having marks or scars on their body which they try to conceal by refusing to undress or uncover parts of their body.
- Having a mobile phone at school, or additional/new mobile phones.
- Expressions of despair (self-harm, overdose, onset of disordered eating, challenging behaviour, aggression, appearing drunk or under the influence of drugs, suicidal tendencies, looking tired or ill, sleeping during the day.)
- Use of the internet that causes concern.
- Isolated from peers and social networks; not mixing with their usual friends.
- Lack of positive relationship with a protective, nurturing adult.
- Exclusion and/or unexplained absences from school or not engaged in education or training.

OTHER SIGNIFICANT RISK INDICATORS

- Periods of going missing overnight or longer.
- Older 'boyfriend/girlfriend' or relationship with a controlling adult.
- Physical or emotional abuse by that 'boyfriend/girlfriend' or controlling adult.
- Entering and/or leaving vehicles driven by unknown adults.
- Unexplained amounts of money, expensive clothing or other items.
- Physical injury without plausible explanation.

APPENDIX E: THE CHANNEL PROCESS

The Channel process is part of the government's overall strategy of preventing radicalisation, and sets out a framework within which it agencies work together to 1. Identify individuals at risk of being drawn into terrorism 2. Assess the nature and extent of that risk 3. Develop the most appropriate support plan for the individuals concerned Safeguarding pupils from radicalisation is no different from safeguarding them from other forms of harm.

Indicators for vulnerability to radicalisation overlap with those, which underlie other vulnerabilities that might give rise to safeguarding concerns, including 1. Family tensions 2. Sense of isolation 3. Distance from cultural heritage 4. Experience of racism or discrimination either personally or as a witness to the event 5. Feeling of failure Channel assesses vulnerability using a consistently applied vulnerability assessment framework built around 3 criteria. The 3 criteria are 1. Engagement with a group, cause or ideology 2. Intent to cause harm 3. Capability to cause harm Pupils at John Fisher School present a low risk of intent or capability to cause harm but the examples below are useful to highlight possible indicators.

1. Example indicators that an individual is engaged with an extremist group, cause or ideology include 2. Spending increasing time in the company of other suspected extremists 3. Changing their style of dress or personal appearance to accord with the group 4. Day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause 5. Loss of interest in other friends and activities not associated with the extremist ideology, group or cause 6. Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups) 7. Attempts to recruit others to the group/cause/ideology 8. Communications with others that suggest identification with a group/cause/ideology.

2. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include 1. Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills 2. Using insulting or derogatory names or labels for another group 3. Speaking about the imminence of harm from the other group and the importance of action now 4. Expressing attitudes that justify offending on behalf of the group, cause or ideology 5. Condoning or supporting violence or harm towards others 6. Plotting or conspiring with others.

3. Example indicators that an individual is capable of causing harm or contributing directly or indirectly to an act of terrorism include 1. Having a history of violence 2. Being criminally versatile and using criminal networks to support extremist goals 3. Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction) 4. Having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Outward expression of faith, in the absence of any other indicator of vulnerability, is not a reason to make a referral to Channel. The Channel referral process requires that concerns should be passed on to the DSL/DSLS, who may consult with the local Prevent Officer (Police/Local Authority). If further action is considered appropriate, screening by the police Channel Coordinator might take place, followed by a preliminary assessment by the Local Authority's Prevent Lead and Police Channel Coordinator.

Again, if further action is considered necessary, the next step might be the creation of an assessment and action plan by the local Multi-Agency Channel Panel, and subsequent implementation of that plan, which would be aimed at re-engaging the individual and preventing radicalisation. The framework for referral, review and action is not intended to criminalise individuals, but to set a course to avoid precisely that.

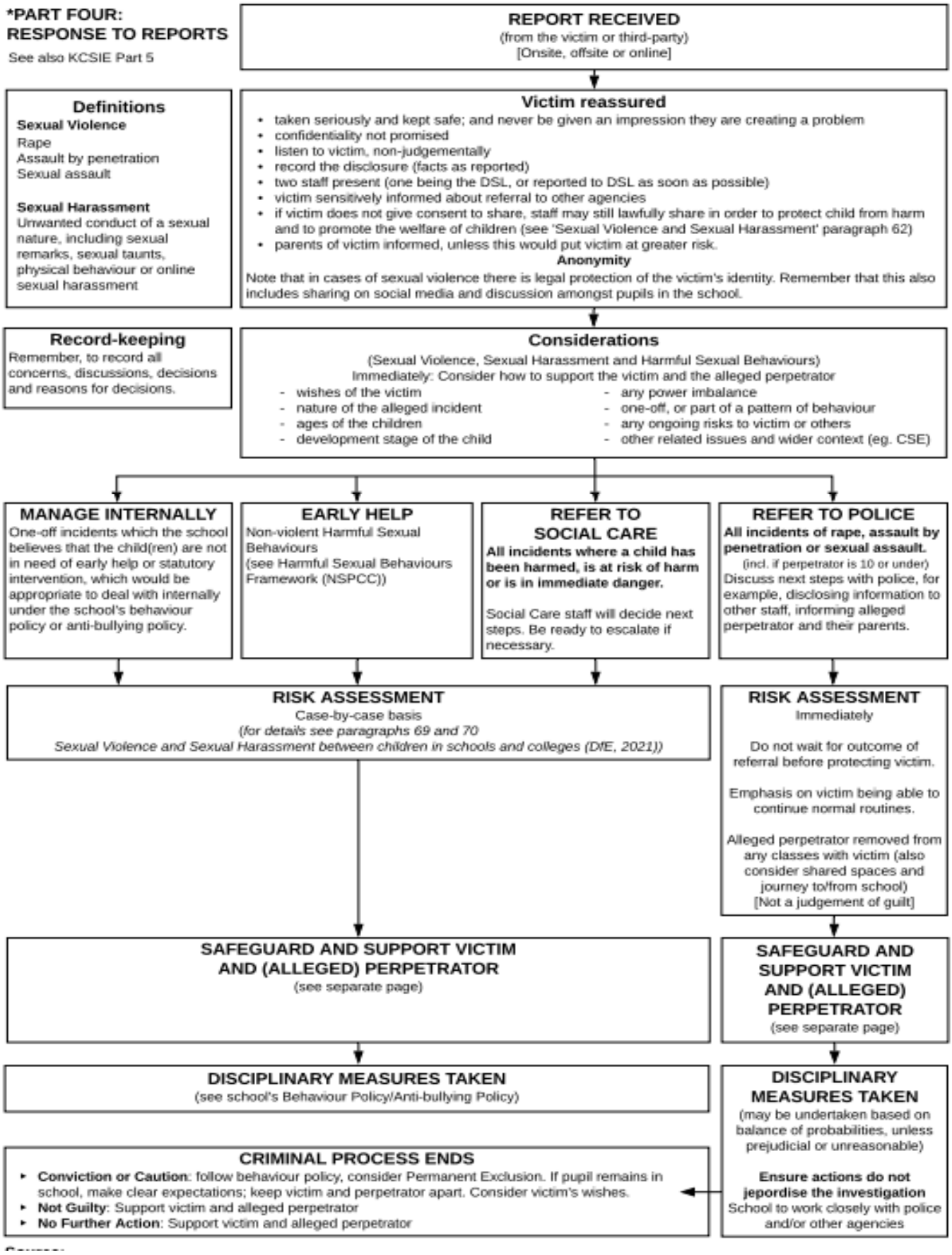
APPENDIX F RESPONSE TO REPORT OF SEXUAL VIOLENCE

The school will follow the guidance in 'Keeping Children Safe in Education' (DfE, September 2022): Responding to reports of sexual violence and sexual harassment (paragraphs 459 – 557)

All school staff should be aware that students may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, they may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

All school staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

APPENDIX F RESPONSE TO REPORT OF SEXUAL VIOLENCE



Appendix G

Mental Health Definitions

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

Anxiety

Anxiety problems can significantly affect a child's ability to develop, to learn or to maintain and sustain friendships.

Children and young people may feel anxious for several reasons – for example because of worries about things that are happening at home or at school, or because of a traumatic event. Symptoms of anxiety include feeling fearful or panicky, breathless, tense, fidgety, sick, irritable, tearful or having difficulty sleeping. If they become persistent or exaggerated, then specialist help, and support will be required.

Clinical professionals refer to several diagnostic categories:

- Generalised anxiety disorder (GAD) – a long-term condition which causes people to feel anxious about a wide range of situations and issues, rather than one specific event;
- Panic disorder – a condition in which people have recurring and regular panic attacks, often for no obvious reason;
- Obsessive-Compulsive Disorder (OCD) – a mental health condition where a person has obsessive thoughts (unwanted, unpleasant thoughts, images or urges that repeatedly enter their mind, causing them anxiety) and compulsions (repetitive behaviour or mental acts that they feel they must carry out to try to prevent an obsession coming true);
- Specific phobias – the excessive fear of an object or a situation, to the extent that it causes an anxious response, such as panic attack;
- Separation Anxiety Disorder (SAD) – worry about being away from home or about being far away from parents/carers, at a level that is much more than normal for the child's age;
- Social Phobia – intense fear of social or performance situations;
- Agoraphobia – a fear of being in situations where escape might be difficult, or help wouldn't be available if things go wrong.

Depression

Feeling low or sad is a common feeling for children and adults, and a normal reaction to experiences that are stressful or upsetting. When these feelings dominate and interfere with a person's life, it can become an illness.

Depression can significantly affect a child's ability to develop, to learn or to maintain and sustain friendships.

Clinicians making a diagnosis of depression will generally use the categories major depressive disorder (MDD – where the person will show a number of depressive symptoms to the extent that they impair work, social or personal functioning) or dysthymic disorder (DD – less severe than MDD, but characterised by a daily depressed mood for at least two years).

Hyperkinetic Disorders

(e.g. disturbance of activity and attention)

Although many children are inattentive, easily distracted or impulsive, in some children these behaviours are exaggerated and persistent, compared with other children of a similar age and stage of development. When these behaviours interfere with a child's family and social functioning and with progress at school, they become a matter for professional concern.

Attention Deficit Hyperactivity Disorder (ADHD) is a diagnosis used by clinicians. It involves three characteristic types of behaviour – inattention, hyperactivity and impulsivity. Whereas some children show signs of all three types of behaviour (this is called 'combined type' ADHD), other children diagnosed show signs only of inattention or hyperactivity/impulsiveness.

Hyperkinetic disorder is another diagnosis used by clinicians. It is a more restrictive diagnosis but is broadly like severe combined type ADHD, in that signs of inattention, hyperactivity and impulsiveness must all be present. These core symptoms must also have been present before the age of seven and must be evident in two or more settings.

Attachment disorders

Attachment is the affectionate bond children have with special people in their lives that lead them to feel pleasure when they interact with them and be comforted by their nearness during times of stress. Researchers generally agree that there are four main factors that influence attachment security: opportunity to establish a close relationship with a primary caregiver; the quality of caregiving; the child's characteristics; and the family context. Secure attachment is an important protective factor for mental health later in childhood, while attachment insecurity is widely recognised as a risk factor for the development of behaviour problems.

Eating disorders

The most common eating disorders are anorexia nervosa and bulimia nervosa. Eating disorders can emerge when worries about weight begin to dominate a person's life. Someone with anorexia nervosa worries persistently about being fat and eats very little. They lose a lot of weight and if female, their periods may stop. Someone with bulimia nervosa also worries persistently about weight. They alternate between eating very little, and then binging. They vomit or take laxatives to control their weight. Both eating disorders affect girls and boys but are more common in girls.

Deliberate self-harm

Self-harm is a serious public health problem and is the reason behind many admissions to accident and emergency departments every year. Self-harm and suicidal threats by a child/young person put them at risk of significant harm and should always be taken seriously and responded to without delay.

Common examples of deliberate self-harm include 'overdosing' (self-poisoning), hitting, cutting or burning oneself, pulling hair or picking skin, or self-strangulation. The clinical definition includes attempted suicide, though some argue that self-harm only includes actions which are not intended to be fatal. It can be a coping mechanism, a way of inflicting punishment on oneself and a way of validating the self or influencing others.

Self-harming is NOT attention seeking behaviour, it is attention NEEDING behaviour.

The school will follow the Sutton Self-Harm protocol in responding to concerns about self-harm.

Post-traumatic stress

If a child experiences or witnesses something deeply shocking or disturbing they may have a traumatic stress reaction. This is a normal way of dealing with shocking events and it may affect the way the child thinks, feels and behaves. If these symptoms and behaviours persist, and the child is unable to come to terms with what has happened, then clinicians may make a diagnosis of post-traumatic stress disorder (PTSD).

Appendix H Safeguarding Team poster in each classroom.

Safeguarding at the John Fisher School

The John Fisher School is committed to safeguarding and promoting the welfare of all students and staff. We expect all students and staff to share this commitment

Our Designated Safeguarding and Prevent Leads are:

Mr D Mawer
Designated Safeguarding Lead
Assistant Head teacher

Mrs A Highfield
Deputy Designated Safeguarding Lead
Inclusion Coordinator

Miss S. Carquez
Deputy Designated Safeguarding Lead
Raising Standards Leader

Mr D. Fell
Assistant Designated Safeguarding Lead
Director of Learning Yr 7

Mr R. Briggs
Assistant Designated Safeguarding Lead
Director of Learning Yr 8

Mrs S.Sayers
Assistant Designated Safeguarding Lead
Director of Learning Yr 9

Mr K. Tomlinson
Assistant Designated Safeguarding Lead
Director of Learning Yr 10

Mrs C. Butcher
Assistant Designated Safeguarding Lead
Director of Learning Yr 11

Mr D. Jackson
Assistant Designated Safeguarding Lead
Director of Sixth Form

Appendix H In the event of an extended school closure due to exceptional circumstances

The way in which the school can operate in response to an extended school closure due to exceptional circumstances is fundamentally different to 'business as usual'. However, a number of important safeguarding principles will remain the same:

- the best interests of children must always continue to come first
- if anyone in a school has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

This means that the school will continue to implement these Child Protection Policy and Procedures as we have always done.

We will also be mindful that an extended school closure will impact on our interaction with students.

As when the school is open, safeguarding concerns must be reported immediately - Via my Concern. A follow up email should be made to the safeguarding team.

Staff will only use agreed platforms and work e-mail addresses to communicate with students (in line with the school's Remote Learning Policy). Any communications must be professional. Staff will continue to follow the school's Staff ICT Acceptable Use Policy. In practice, this means:

- If you are on camera, you must be appropriately dressed, and in an appropriate area against a neutral background (no personal information should be seen). Staff should not be seen on camera from a bedroom. There should be no confidential items on display. Please note use of cameras for live lessons should be kept to a minimum.
- Language must be professional and appropriate, including any of your family members in the background.
- Be mindful of who else may be in the background or listening to the lesson in the student's home.
- Lessons must be set in line with the school timetable – and any contact with students should be during school hours unless this has been otherwise agreed with SLT.
- If students are not fully dressed, they should be removed from the lesson.
- There should be no 1:1 remote meetings with students – without prior agreement of the Headteacher or DSL.
- When presenting to the class, take care to ensure you only share information appropriate to the lesson – particularly if you have other screens open simultaneously.
- Any breaches should be reported to the Headteacher or DSL immediately.

This also has implications for students accessing the learning as well. In particular:

- Only use SMHW, Google classrooms and work e-mail addresses to communicate with staff.
- If you are on camera, you must be appropriately dressed. If not, you will be removed from the lesson.
- Language must be appropriate, including any of your family members in the background.
- Live lessons should ***not*** be recorded or shared in any way.

In the event of an extended school closure due to exceptional circumstances, the school will:

- Follow any national and local statutory guidance and advice
- Communicate with parents and carers on a regular basis ensure that they are signposted to appropriate support and advice
- Communicate with students and ensure that they are signposted to appropriate support and advice

Appendix J **Other guidance**

Although this list is not exhaustive, this policy and procedure also accords with:

- Schools Code of Conduct
- Safeguarding Children and Safer Recruitment in Education (DFE April 2011 –Updated April 2012)
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education (February 2022)
- Working Together to Safeguard Children (July 2018 – Updated July 2022 – Currently under consultation)
- Keeping Children Safe in Education (September 2023)
- Early Years Foundation Stage (July 2023)
- Ofsted Education Inspection Framework (Updated July 2023)
- Inspecting Safeguarding in Early Years, Education and Skills settings (Updated September 2022)
- Advice for Schools on the Prevent Duty (DfE July 2015 – Updated April 2021)
- Disqualification under the Child Care Act 2006 (August 2018)
- Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents, and carers (Updated July 2023)
- What to do if you think a child is being abused (DfE March 2015)
- Section 26 of the Counter Terrorism and Security Act (2015)
- Section 5B of the Female Genital Mutilation Act (2003) Section 74 of the Serious Crime Act 2015
- Female Genital Mutilation: Resource Pack (Updated February 2023)
- Regulated activity in relation to children (2012)
- Teacher Status Checks – information for employers (Updated June 2021)
- Children Missing Education: Statutory Guidance for Local Authorities (September 2016)
- Child Sexual Exploitation – Definition, Guide and Annexes (DfE February 2017)
- Searching, screening and confiscation (DfE July 2022)
- The designated teacher for looked-after and previously looked-after children (DfE February 2018)
- Promoting the education of looked-after and previously looked-after children (DfE February 2018)
- Criminal Exploitation of children and vulnerable adults: County Lines guidance (Home Office, Feb 2020)
- General Data Protection Regulations (GDPR) (May 2018) and the latest Data Protection Act (2018)
- Data Protection Toolkit for Schools (Sept 2018)
- Mental Health and Behaviour in Schools (DfE November 2018)
- Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (UK Council for Internet Safety, February 2019)
- Safeguarding children and protecting professionals in early years settings: online safety considerations for managers (UK Council for Internet Safety, February 2019)
- Governance Handbook (Updated October 2020)
- Teaching online safety in school' (DfE June 2019 – last updated January 2023)
- Education for a Connected World (June 2020)
- Reducing the need for restraint and restrictive intervention (June 2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019 – Updated September 2021)
- Positive environments where children can flourish (2018 – Updated October 2021)
- Schools Covid-19 Operational Guidance (Updated February 2022)
- Safeguarding and remote education (Updated November 2022)
- When to call the police – Guidance for Colleges and Schools (NSPCC)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (23rd December 2020) Department for Digital, Culture, Media and Sport, UK Council for Internet Safety.
- Keeping children safe in out-of-school settings: code of practice - GOV.UK (October 2020)
- Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK (Updated March 2023)
- Implementation of the Marriage and Civil Partnership (Minimum Age) Act 2022 - GOV.UK (February 2023)

Appendix J The UN Convention on the Rights of the child.

The UNCRC embodies the idea that every child should be recognised, respected and protected as a rights holder and as a unique and valuable human being. It applies to all persons under the age of 18. Since the adoption of the UNCRC, children's lives have been transformed in many areas. Within our Safeguarding & Child protection policy and procedures, we at the John Fisher School attempt to uphold and promote the following Articles:

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children

Article 4 (implementation of the Convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential

Article 11 (abduction and non-return of children) Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 20 (children unable to live with their family) If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 33 (drug abuse) Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

Article 34 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.

Article 35 (abduction, sale and trafficking) Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

Article 36 (other forms of exploitation) Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research

Article 39 (recovery from trauma and reintegration) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Article 40 (juvenile justice) A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.