

CHILD PROTECTION & SAFEGUARDING POLICY

Review: Annually
Reviewed: July 2023
Status: Statutory.

This policy is to be read in conjunction with the general duty of all schools and academies under sections 175 and 157 of the Education Act 2002.

There are a number of statutory school policies and procedural information from the DfE with which this policy should also be read:

- CP & Safeguarding Policy Covid Addendum
- Designated Teacher Looked After Children Policy
- Sex and Relationship Education Policy
- Allegations of Abuse against Staff Policy
- Attendance Policy
- Staff Behaviour Code of Conduct
- Mandatory Reporting of FGM-Procedural Information Nov 2016
- Safeguarding Statement 2022
- Whistleblowing policy
- Guidance for safer working practices (February 2022)
- To note: Sexual violence and sexual harassment between children in schools and colleges – DfE Advice September 2021- this document has merged with KCSiE 2022

INTRODUCTION

The Children Act 1989 gave every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. Under section 175 of the Education Act 2002, the governors and staff of all maintained schools, have a responsibility to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangement within each school to identify, help protect, and support those children who are suffering harm. The Education and Inspections Act 2006 also places a duty on governing boards of maintained schools to promote well-being, including protection from harm and neglect.

Governing bodies of all maintained schools have a responsibility for drawing up child protection procedures. However, the headteacher, or another senior member of teaching staff, and a governor, should have designated responsibility for child protection. In its most recent documentation, the DfE describes this role as the designated safeguarding lead (DSL). In a large school, there may well be a need for deputy DSLs.

It is now a mandatory requirement for all staff to be informed who the DSL and deputies are in their school. Regular updates to the school's safeguarding policy must also be produced and staff kept informed.

As a Hillingdon School, the DSL should co-ordinate action within the school and liaise with agencies via the Stronger Families Hub, within which sits the "Hillingdon multi-agency safeguarding Hub" (MASH) team. Reports and circulars from the DfE give guidance to governors, headteachers and DSLs. Additional guidance for schools can be found in:

- 'Keeping Children Safe in Education' September 2023. All schools and colleges must have regard to this statutory guidance when carrying out their duties to safeguard and promote the

welfare of their pupils and students. This guidance contains five sections and it is advised that all staff should least read part 1 of the guidance. 'Disqualification under the Childcare Act 2006' was updated by new legislation on 31 August 2018.

- 'Working Together to Safeguard Children' July 2018 as updated February 2019 and DfE advice 'What to do if you are worried a child is being abused' – Advice for practitioners' March 2015.
- Multi agency Statutory guidance on FGM, April 2016 and Mandatory Reporting of FGM – procedural information November 2016
- When to call the Police – Guidance for schools and colleges (February 2020): This advice has been produced by the National Police Chiefs' Council working alongside the Department for Education, Home Office and the PSHE Association. This advice is non-statutory and should be read alongside the Department for Education's (DfE) keeping children safe in education statutory guidance and non-statutory searching, Screening and Confiscation advice for schools.
- Revised Prevent Duty Guidance for England and Wales April 2019 (pages 10–13) and DfE advice 'The Prevent Duty – departmental advice for schools and childcare providers on preventing children and young people from being drawn into terrorism' August 2015. **Reference Appendix 2** to see Current LA Prevent referral systems and forms, Hillingdon May 2020.
- Sexual violence and sexual harassment between children in schools and colleges 2021: This document has merged with KCSiE 2022. Formerly a document for governors, senior leadership teams and Designated Safeguarding Lead (DSLs), this has now become part of the statutory guidance for all staff in Education.
- Guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people, Published 23 December 2020: Staff have been issued a one page summary document of this guidance which is published for DSLs Head teachers and deputies. The one-page summary on how to manage incidents is available on the [UK Council for Internet Safety's \(UKCIS'\) website](#).

Harlington School is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them 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.

The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

We will ensure that those staff who work directly with children take part in annual safeguarding Level 1 training and read at least Part one of DfE guidance "*Keeping children safe in education*". We will also ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of the guidance.

POLICY AIMS

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role

- Outline the role of the governing body
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed “vulnerable”
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors etc.
- Outline how allegations against/concerns raised in relation to staff will be handled
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of the school
- Explain monitoring and evaluation systems

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the policies previously listed relevant to the safety and welfare of children:

COVID-19

We note the DfE’s updated contingency framework Managing coronavirus (COVID-19) in education and childcare settings, which includes the new thresholds at which we might consider seeking public health advice and taking further action to reinforce measures already in place, updates to the circumstances in which local health protection teams or directors of public health might recommend us introduce some additional measures, and annexed guidance for managing cases. We note in particular the sections of the Guidance on ‘Safeguarding and designated safeguarding leads’ and ‘Vulnerable children and young people’ under ‘Other considerations where attendance has been restricted’. We also note the Government’s updated *Actions for schools during the coronavirus outbreak*. See also the CP & Safeguarding Covid Addendum.

RESPONSIBILITIES AND IMMEDIATE ACTION

Safeguarding and promoting the welfare of children in our school is the responsibility of the whole school community. All adults working in this School (including visiting staff, supply teachers, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL), to a Deputy Designated Safeguarding Lead (DDSL) or a member of the safeguarding team.

Parents are advised as follows, on the website and in the Parent Handbook, about the school’s responsibilities:

The Local Authority requires all schools to report any obvious or suspected cases of child abuse. Schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. The procedure is intended to protect children who may be at risk. This does mean that Headteachers or designated safeguarding leads risk upsetting some parents by reporting a case that, on investigation, proves unfounded. We trust that parents will appreciate the sensitive nature of our role in protecting children, and are assured that we always aim to act in the best interest of the child.

THE SAFEGUARDING TEAM - please see Appendix 1 for images and roles

The Designated Safeguarding Lead who is an Assistant Head teacher, works closely with the Head teacher and takes lead responsibility for safeguarding and child protection (including online safety)

and works with other members of the safeguarding team to provide advice and support to other staff on child welfare and child protection matters. The DSL and Deputy DSLs take part in strategy discussions and inter-agency meetings, and/or support other staff to do so, and contribute to the assessment of children. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the DSL, this lead responsibility should not be delegated. During term time the DSL (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns, which may include availability via phone and/or other media in exceptional circumstances. During the school holidays, the safeguarding team provide contact details and an availability rota to the local authority to provide support and assistance with child protection and safeguarding concerns that arise during that period.

DSL is usually the first point of contact for external agencies that are pursuing Child Protection investigations. The DSL, in discussion with the team, co-ordinates the school's representation at CP conferences and Core Group meetings. This includes the submission of written reports for conferences. When an individual concern/incident is brought to the notice of the DSL or a team member, a discussion is sought within the team to whether or not this should be reported to other agencies as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement within the team, the DSL will seek advice from Hillingdon Child Protection Adviser to Schools and Deputy LADO. If a child is in immediate danger or is at risk of harm, a referral will be made to Hillingdon Multi Agency Safeguarding Hub (MASH) (or its equivalent in another LA if the child resides in a different LA) and/or the police immediately.

Although all staff should be aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments, the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL, deputy or safeguarding team member will always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (deputy or safeguarding team member) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team who is Level 3 trained and/or take advice from the Stronger families Hub or the Deputy LADO. In these circumstances, any action taken should be shared with the DSL (deputy or team) as soon as is practically possible.

THE ROLE OF THE GOVERNING BODY

The Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times. Governors are expected to receive appropriate training on safeguarding at induction that is updated regularly. In addition, they should receive information (for example, via emails, e-bulletins and newsletters) on safeguarding and child protection at least annually so that they can demonstrate knowledge of their responsibilities relating to the protection of children, young people and vulnerable adults. 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 schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding.

The Governing Body will ensure that the school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" and that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Hillingdon Stronger Families Hub, which includes the MASH team.

The Governing Body having formally adopted this policy and will review its contents annually or sooner if any legislative or regulatory changes are notified to it by the designated governor or the headteacher.

The Governing Body has nominated Catherine Mosdell as a lead to take leadership responsibility for the school's safeguarding arrangements, and John Morse as a second governor with oversight of safeguarding.

Concerns about and allegations of abuse made against the headteacher will be referred to the chair of governors who will liaise with the LA's designated officer (LADO) and partner agencies and will attend any strategy meetings called in respect of such an allegation against the headteacher.

Safeguarding is a standing item on the Full Governing Board and Education and Safeguarding Subcommittee agendas, with regular reports to the Governing Body outlining details of any safeguarding issues that have arisen during the term, the outcome of any cases identified and progress against safeguarding priorities. These reports respect all issues of confidentiality and do not therefore identify any person(s) by name.

Also as good practice, the nominated governor meets on a regular basis with the DSL to monitor the school's safeguarding arrangements and both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.

Types of child abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL, DDSLs and safeguarding team will be considering 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 exploitation, criminal exploitation, and serious youth violence. This is known as *Contextual Safeguarding*, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

Mental Health

We 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our staff members however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that our staff members are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, this will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. **At Harlington we work with the Hillingdon Mental Health Support Team who provide two Educational Mental Health Practitioners who work in school for one day a week and are able to offer support to students who are presenting with mild-moderate mental health problems. These students are identified and discussed at our weekly meeting with the EMHP Supervisor. We also employ two counsellors through London Young Counselling service. They work one day a week each. Both the DSL and the Wellbeing/Mental Health Lead have received training from the Anna Freud Centre and are both Senior Mental Health Leads.** We also note the DfE's advice and guidance on *Mental Health and Behaviour in Schools*.

Child Criminal Exploitation (CCE)

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Some of the indicators of CCE are: 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. Any possible CCE case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18. Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#).

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the [London Child Protection Procedures](#). This will determine how and when information will be shared with parents and the investigating agencies.

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

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal. Sharing nudes and semi-nudes covers the incidents where

- a person under the age of 18 creates and shares nudes and semi-nudes of themselves with a peer under the age of 18
- a person under the age of 18 shares nudes and semi-nudes created by another person under the age of 18 with a peer under the age of 18
- a person under the age of 18 is in possession of nudes and semi-nudes created by another person under the age of 18.

When such an incident involving nudes and semi-nudes comes to a member of staff's attention, this will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following discussion with parents (The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm) and within the safeguarding team. Advice will be sought from the Deputy LADO, and the Safer School's officer, as required. Further information and advice on nudes and semi-nudes is available in the non-statutory guidance produced by the UK Council for Internet Safety (UKCIS) '[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)'. We also note the DfE's [Searching Screening and Confiscation Advice](#) for schools.

Serious violence

All staff will be made aware of indicators, which may signal that children are at risk from, or are involved with serious 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 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. We are aware that there is a 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. We are also aware that fear and a need for self-protection is a key motivation for children to carry a weapon – it affords a child a feeling of power. Neighbourhoods with high levels of deprivation and social exclusion generally have the highest rates of gun and knife crime. Children are more likely to carry knives and other weapons than guns. All staff will be aware of the associated risks and will share any concerns about or knowledge of such children immediately with the DSL. Further advice on these is available in the Home Office documents *Advice to schools and colleges on gangs and youth violence* and *Criminal exploitation of children and vulnerable adults: county lines*; the school has been directed by LADO and AXIS team to include the following in this policy:

Serious Youth Violence

Serious Youth Violence includes the threat, and intentional use, of violence towards children under 18 years old. SYV usually occurs in a public place, it may or may not involve the use of weapons and can result in serious physical injury or death. Perpetrators may act alone, or as part of a group, SYV does not always happen in the context of gang activity. The intention of SYV is to cause significant injury, deprivation, psychological harm, or death.

Signs and Indicators: (this list is NOT exhaustive)

- Non-accidental or unexplained injuries including:
 - o Bruising
 - o Fractures
 - o Fresh scars or minor cuts
 - o Chronic pain (back, arms, upper legs)
- Suspicious injuries (appear to be inflicted by a bladed article, or inconsistent with the explanation).
- Refusing to be referred to a hospital or GP for further examination.
- Inconsistent explanation about how the injury was obtained.
- Becoming defensive, angry, or hostile when exploring the injury and sequence of events.

This means that in our school we will:

Notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool to support our referrals to MASH for any children in our school we are concerned about.

Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.

*This **includes** the DSL referring any concerns about possible exploitation or gangs, even when there is not a named individual, to **Axis**. **Axis** Service triangulate and analyse information shared by partners in Hillingdon ; to inform concerns around children and young people at risk of/involved in Criminal/Child Exploitation, Serious Youth Violence or Anti-Social Behaviour. In addition , **Axis** Service can provide 1:1 support for identified children in need of intervention .*

*For further enquires please email: axis@hillingdon.gov.uk or call: **07823 501585***

If a child has been a victim of crime or witnessed an incident of SYV Victim Support offer trauma informed, 1-2-1 emotional and practical support, in a safe and confidential setting. Please contact them on 0808 168 911

County lines

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

victims (and their families) if they attempt to leave the county lines network. Some specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who: go missing and are subsequently found in areas away from their home; have been the victim or perpetrator of serious violence (e.g. knife crime); are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs; are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection; are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity; owe a 'debt bond' to their exploiters; have their bank accounts used to facilitate drug dealing.

Child on child abuse – See full Policy in Appendix 4

Children are capable of abusing their peers. This can happen both inside and outside of school and online and take different forms, such as 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, which may include an online element that facilitates, threatens and/or encourages physical abuse; violence, particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation), sexual violence, such as rape, assault by penetration and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as sexting or youth produced sexual imagery), sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (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; having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts) and upskirting (a criminal offence), which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.

Domestic abuse

Domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional. 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 gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. 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. Experiencing 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. If members of staff have a concern about or knowledge of any domestic abuse incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies. If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.

Operation Encompass

At Harlington School we are working in partnership with the Metropolitan Police and Hillingdon Children's Services to identify and provide appropriate emotional and practical help and support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment. Further information is available via *Operation Encompass*.

In order to achieve this, the Multi-Agency Safeguarding Hub (*MASH*) will share police information of all domestic incidents where one of our pupils has been present, with the Designated Safeguarding Lead(s). On receipt of any information, the DSL & team will decide on the appropriate support the child requires; this should be covert dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents and governors, and is detailed as part of the school's Safeguarding Policy and published on our school website.

Violence Against Women and Girls (VAWG)

VAWG is defined as any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. VAWG is the umbrella term which brings together multiple forms of serious violence such as crimes committed in the name of "honour"; domestic abuse; female genital mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution. If members of staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies.

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

HBA includes incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. If members of staff have a concern about or knowledge of a child that might be at risk of HBA or who has suffered from HBA, they will share it immediately with the DSL with a view to referring to appropriate agencies.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion.

FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is prevalent in 30 countries and is a deeply rooted practice, widely carried out mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. While FGM is concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East like Iraq and Yemen, it has also been documented in communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia.

FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

A new duty was introduced on 31 October 2015 that requires teachers, which includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions to report 'known' cases of FGM in girls aged under 18 to the police. The duty applies to any teacher who is employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status. The duty does not apply in relation to suspected cases – it is limited to 'known' cases' (i.e. those which are visually identified or disclosed to a professional by the victim). It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. The duty does not apply in cases where the woman is over 18 at the time of the disclosure/discovery of FGM (even if she was under 18 when the FGM was carried out). Further information on this duty can be found in the document "[*Mandatory Reporting of Female Genital Mutilation – procedural information*](#)". A useful summary of the FGM mandatory reporting duty is available in [*FGM Fact Sheet*](#).

Teachers in Harlington school will personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they will still discuss any such case with the designated safeguarding lead (or deputies / team) with a view to involving children's social care as appropriate. The mandatory reporting procedures say: 'It is recommended that you make a report orally by calling 101, the single non-emergency number. "Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'. In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day' and this is the expectation of Harlington staff.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some

perpetrators use perceived cultural practices as a way to coerce a person into marriage. We note The Forced Marriage Unit's *statutory guidance* and especially Chapter 7 on page 32 of the *Multi-agency guidelines*, which is specifically aimed at teachers and other members of staff within schools. Any possible forced marriage case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. **February 2023 saw the law change and it is now a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercions are not used. As with the existing forced marriage law, this applied to non-binding, unofficial "marriages" as well as legal marriages. KCSIE 2023 update.**

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or 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. We see the Prevent duty as part of our school's wider safeguarding obligations and note the revised *Prevent duty guidance: for England and Wales*, especially paragraphs 57-76.

Channel is a **voluntary**, confidential support programme which focuses on providing support at an early stage to people who are identified as being **susceptible (KCSIE 2023 update)** to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Fiona Gibbs: fgibbs@hillington.gov.uk or by completing the appropriate form and submitting it to preventreferrals@met.pnn.police.uk **See Appendix 3: Prevent referrals process – 2020 LB Hillingdon** This new email address will share the form with both police and the MASH team. A representative from our school will attend the Channel panel if and when we are asked to help with this assessment.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that the local authority should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity. **See also our "Private Fostering statement" on our Website.**

REPORTING CONCERNS

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.

Under rather less immediate circumstances, any member of staff who:

- Has a suspicion that a pupil is marked or bruised in a way that is not readily attributed to 'normal' knocks and scrapes.
- Notes behaviours or actions in a pupil which give rise to suspicions that the pupil may have suffered abuse.
- Receives hints or a disclosure of any type of abuse from a pupil or from one of his/her friends.

has a duty to report his or her concerns as soon as possible to the DSL for child protection, or, in his/her absence, to a member of the safeguarding team or the headteacher.

In the first instance, this should be done verbally. However, as in all cases where referral to outside agencies is a possibility, accurate written records are vital. **CPOMS our online safeguarding reporting system is used to record and send alerts to the safeguarding team. All existing staff have received training on this system and new staff are trained during their induction.** It is important that members of staff should **not** investigate or follow up suspicions of child abuse themselves, for instance by speaking with and/or questioning pupils or parents.

REFERRALS

It is the responsibility of the DSL, together with the headteacher, to make an informed decision as to whether to refer the case to social services. This may be immediately following the expression of concern or after discussion with the pupil, his/her parents or carers, the member of staff, other staff,

and other agencies as appropriate. While staff must be circumspect about using 'hearsay' evidence, it must not be discounted without thought. Gossip is often, but not always, untrue. Such evidence may, together with other indicators, give us warning of an abusive situation. It is an essential requirement for all members of staff to record any conversation or contact that might be useful as evidence.

Our Designated Looked After Teacher is also our DSL. She is specifically trained teacher promote the educational achievement of children who are 'Looked - After'. They work in close liaison with the LA virtual school headteacher.

Where there is a safeguarding concern, we consider the child's wishes and feelings when determining what action to take and what services to provide. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. Ultimately, all our systems and processes operate with the best interests of the child at heart.

Referrals to services regarding concerns about a child or family typically fall into three categories:

- Early Help Services;
- Child in need - Section 17 (Children Act 1989) referrals;
- Child protection - Section 47 (Children Act 1989) referrals.

We will contact the Hillingdon Stronger Families Hub, Referral pathways for Professionals

If, after a referral, the child's situation does not appear to be improving, we will consider following local escalation procedures to ensure that the concerns have been addressed and, most importantly, that the child's situation improves. We will use the Local Safeguarding Procedures, and key guidance to assist us: Threshold Document, Escalation Policy and the Information Sharing Guidance.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention will be requested.**

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

VULNERABLE PUPILS

Particular vigilance will be exercised in respect of pupils who are subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker. If the pupil in question is a Looked-After child, this will also be brought to the notice of the Designated Person with responsibility for children in public care. The School's Designated Teacher for Looked-After and Previously Looked-After Children will work with the virtual school headteacher, who manages pupil premium plus for Looked - After Children, to discuss how 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. The designated teacher will also work with the virtual school head to promote the educational achievement of previously looked after children. We note the DfE's statutory guidance Designated teacher for looked-after and previously looked-after children.

Local authorities should share with our school the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear

powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

We acknowledge that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. We are aware 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 condition without further exploration; these children being 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges. Further information can be found in the DfE's [SEND Code of Practice 0 to 25](#) and [Supporting Pupils at School with Medical Conditions](#). **The SEND code of Practice is a source of information and support is available from specialist organisations including SENDIASS. (KCSIE 2023 update)**

The School also acknowledges the additional need for support and protection of children who are vulnerable by virtue of homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language, particularly for very young children, using the translation service if necessary.

TRAINING AND WORKING WITH OTHERS

All staff members will receive appropriate safeguarding and child protection training (including online safety) at induction and again in September at the annual Safeguarding Level 1 training. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, the weekly bulletin and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All newly recruited staff (teaching and non-teaching) and Governors will be appraised of this policy and will be required to attend relevant Safeguarding training. In addition, all new staff and temporary staff will be required to attend an induction session with the Designated Safeguarding Lead or a deputy DSL when they join the school.

The Designated Safeguarding Lead, safeguarding team and senior staff, will attend the LA's dedicated or another appropriate Level 3 training course and then refresher training at least every two years. The Designated Safeguarding Lead will also undertake Prevent awareness training and will be able to understand the unique risks associated with online safety. In addition to this formal training, their knowledge and skills will be refreshed (for example, via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. Designated staff will attend appropriate Safeguarding cluster group meetings.

It is to be noted that KCSIE 2022 now advises "[DSLs should]...liaise with the headteacher to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019."

PACE Code C 2019 details the role a person undertakes when acting as the “appropriate adult” while a student is being questioned or detained by the police. It includes an expectation that the appropriate adult will “support, advise and assist” the young person, and also “observe whether the police are acting properly and fairly to respect the young person’s rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not”. The safeguarding team will undertake training on this code and ensure they act in the best interest of the child if joining an interview in the role of “appropriate adult.”

RECRUITMENT

Harlington School is committed to the principles of safer recruitment and, as part of that, adopts recruitment procedures that help deter, reject and/or identify people who might abuse children.

Safer recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks [Disclosure and Barring Service (DBS) checks], barred list checks and prohibition checks will be undertaken. The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the school, as outlined in Part three of the DfE guidance “*Keeping children safe in education*”. We will also have regard to DfE’s statutory guidance for schools about the employment of staff disqualified from childcare “*Disqualification under the Childcare Act 2006*”, which also contains information about ‘disqualification by association’. KCSiE 2022 emphasises that CVs alone will not provide all the information necessary for safer recruitment and will therefore only be accepted alongside a full application form. Harlington School will also consider online searches as part of our due diligence process in recruitment as advised in the new guidance. **KCSiE 2023 refers to ongoing vigilance (para 343) which is explicitly extended to include all staff and a culture which considers matters outside the work place, including online.**

Relevant members of staff and governors who are involved in recruitment undertake safer recruitment training. The school will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations.

This School will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be given a copy of this policy. Additionally, the Staff Handbook confirms CP procedures within the School.

VOLUNTEERS

Harlington School does not engage volunteers in any capacity at the current time. In the event that this should change, volunteers will be subject to the same code of conduct as paid employees of the school. The school will adhere to systems outlined in Part three of the 2021 DfE guidance “*Keeping children safe in education*”.

STAFF CODE OF CONDUCT

All staff are expected to adhere to a code of conduct in respect of their contact with pupils and their families. The Teachers’ Standards 2012 state that all teachers, including headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties. We will endeavour to create and embed a culture of openness, trust and transparency in which the school’s values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour & Exclusions Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. We point out that it is not illegal for members of staff to touch/have physical contact with a student other than when using reasonable force, where this is proper and necessary. Examples of when such physical contact would include: comforting a distressed student, congratulating or praising a student, demonstrating how to use an instrument or piece of equipment, demonstrating an exercise or technique during a PE lesson, or administering first aid. This is not an exhaustive list.

Where incidents occur, which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Headteacher and parents. Any physical restraint used will comply with DfE guidance "*Use of reasonable force in schools*".

Administration of first aid: Please refer to **the First Aid Policy**, which should be read in conjunction with the guidance from the DfE: 'Guidance on first aid for schools: a good practice guide' : www.education.gov.uk/schools/pupilsupport/pastoralcare/health/firstaid/a0010622/first-aid

Children requiring regular medication or therapies for long-term medical conditions: Please refer to the **First Aid-Administration of Medicines Statutory Policy**

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations, for example during musical instrument tuition or private counselling sessions with school counsellor, we instruct that the door to the room should be left open. Where this is not practicable because of the need for confidentiality staff are encouraged to use an office space which has large viewing panels and that they keep a 2m distance between themselves and the student. All rooms that are used for the teaching of pupils will have clear and unobstructed glass panels in the doors. Most rooms also have a number of clear viewing panels in the corridor wall.

School staff should be alert to behaviours that may cause 'low-level' concerns such as being over friendly with children, having favourites, taking photographs of children on their mobile phone, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, using inappropriate sexualised, intimidating or offensive language (see below about what a 'low-level' concern is and how to share these concerns).

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headteacher. Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Headteacher. Staff supervising off-site activities or school journeys will be provided with a school mobile phone as a point of contact for parents and carers.

Staff will only use the school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body. Staff will only use the approved school email, school learning platform or other school approved communication systems with pupils or parents/carers and only communicate with them on appropriate school business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the school's whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the Headteacher or one of the Designated

Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. It should be shared with the Chair of Governors if it relates to the Headteacher.

CONTRACTORS

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for this. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Leadership Team deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school's code of conduct for staff.

Individuals and organisations that are contracted by the school to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly).

Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information). For all other contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required. Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. Under no circumstances we will allow a contractor in respect of whom no checks have been obtained to work unsupervised, or engage in regulated activity relating to children. We will determine the appropriate level of supervision depending on the circumstances. If an individual working at our school is self-employed, we 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.

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

ALLEGATIONS MADE AGAINST/CONCERNS RAISED IN RELATION TO STAFF

Harlington School takes seriously all allegations made against, and concerns raised in relation to members of staff. We will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff, including supply teachers and contractors. All such allegations and concerns will be brought immediately to the attention of the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to the colleague involved. In cases where the Headteacher is the subject of the allegation or concern, they will be reported to the chair of governors, in order that they may activate the appropriate procedures.

There may be two levels of allegation/concern:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – known as 'low level concerns'.

Allegations that may meet the harms threshold

These procedures are for managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in the school and will be used in respect of all cases in which it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors 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. This includes behaviour that may have happened outside of school that might make an individual unsuitable to work with children, which is known as transferable risk.

The Local Authority Designated Officer (LADO) should be informed of all such allegations that come to a school's attention and appear to meet the above criteria. Where we identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact the Hillingdon Multi Agency Safeguarding Hub (*MASH*) (or its equivalent in another LA if the child resides in a different LA) and/or the police immediately as per the referral process contained in this policy.

When dealing with allegations, we will apply common sense and judgement; deal with allegations quickly, fairly and consistently; and provide effective protection for the child and support the person subject to the allegation.

Some rare allegations will be so serious they will require immediate intervention by children's social care services and/or police. In such cases, referral to the LADO will lead to a Strategy Meeting or Discussion being held in accordance with the DfE guidance and London Safeguarding Children Partnership (*LSCP*) procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

The school has a legal duty to refer to the DBS when an individual is removed from regulated activity (or would have been removed had they not left), and we believe the individual has engaged in relevant conduct in relation to children and/or adults, satisfied the harm test in relation to children and/or vulnerable adults or been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. The DBS will consider whether to bar the person. Referrals will be made as soon as possible when an individual is removed from regulated activity. Where we dismiss or cease to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, we will consider whether to refer the case to the Secretary of State, as required by law.

Concerns that do not meet the harms threshold – known as 'low level concerns'

The term 'low-level' concern does not mean that it is insignificant. It means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. **However, as a good practice, we will contact the LADO for consultation to ensure that we follow the appropriate and correct procedures even when the concern seems to be 'low-level'.**

All 'low-level' concerns will be brought immediately to the attention of the Headteacher or one of the Designated Safeguarding Leads if the Headteacher is not available and nothing should be said to the

colleague involved. In cases where the Headteacher is the subject of the concern, they will be reported to the chair of governors.

The full procedures about dealing with allegations of abuse made against/concerns raised in relation to teachers and other staff can be found in Part Four of the 2021 DfE guidance "*Keeping children safe in education*". The Head and senior team will consider all cases, whether substantiated or not, as a learning opportunity and will seek to improve processes going forward.

The Chair of Governors is: *Catherine Mosdell*

The Safeguarding Governors are: Catherine Mosdell and *John Morse*

LADO is: *Hannah Ives* - hives@hillingdon.gov.uk

Deputy LADO is: *Nicole Diamond* - ndiamond@hillingdon.gov.uk

RECORDS

We will hold records in line with our records retention schedule. All safeguarding concerns, discussions, decisions made and the reasons for those decisions, are recorded in writing. If staff are in any doubt about whether to record something, they should discuss it with the DSL. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

- Records are kept both on paper and electronically on Satchel One & CPOMS systems
- Paper based records are kept secure by the DDSL in a locked and filing cabinet only accessible by the safeguarding team
- Records are kept until the young person is 25
- Records are kept confidential by controlling the access to them to the relevant statutory people
- The school follow the local procedures for sharing information with other relevant bodies:

<https://hillingdonsafeguardingpartnership.org.uk/wp-content/uploads/2016/10/Information-SharingProtocol-July-2016.pdf>

<https://hillingdonsafeguardingpartnership.org.uk/wp-content/uploads/2020/10/7-Minute-BriefingRecording-and-Information-Sharing.pdf>

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns, discussions and decisions made, and the reasons for those decisions, relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as CP records. The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

Child protection records are not open to pupils or parents.

The content of Child Protection Conference or Review reports prepared by the school will follow the headings recommended by Children's Services and will, wherever possible, be shared with the parents/carers in advance of the meeting.

Child Protection records will be sent to receiving schools separately from the main pupil file and under a confidential cover when pupils leave the school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term ensuring secure transit and a confirmation of receipt will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

When we receive child protection records from other schools, we will ensure key staff such as the DSL and SENDCo are aware as required.

If a pupil is withdrawn from the school having not reached the normal date of transfer, due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their educational records are sent without delay to the child's new school. If the parent/carer fails to provide this information, an urgent referral will be made to the Participation Team. If this school receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA's Children's Services Department. **A child will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of a Team Manager in the Participation Team.**

When a pupil ceases to be registered at this school and becomes a registered pupil at another school in England or Wales, we will send a Common Transfer File (CTF) to the new school via DfE's secure internet system called school2school.

We will upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school to a searchable area of the school2school website. If a pupil arrives in our school and the previous school is unknown, we will search the database for any record of the child. The school will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate and up to date records of those with Parental Responsibility and emergency contacts. We will hold more than one emergency contact number for each pupil or student to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent. Parents and carers are regularly reminded of the importance of keeping us informed of up to date contact details.

CURRICULUM

We will work to promote a whole, healthy school approach to safeguarding and child protection, including a focus on the curriculum with the aim of:

- Using the full capacity and flexibility of the curriculum to help pupils to be safe, healthy and happy;
- Developing a school ethos, culture and environment as well as provision for spiritual, moral, social and cultural (SMSC) education that encourage a healthy lifestyle for all children and young people, including the disadvantaged and vulnerable;
- Delivering the new mandatory Relationships & Sex Education (RSE) and Health Education (HE) and where this is delivered through Personal, Social, Health and Economic (PSHE), including lessons are taught specifically on the aspects of consent, sexual harassment and sexual

violence, including the teaching of online safety and online abuse **See Appendix 4 for further details**

- Providing high quality Physical Education (PE) and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and wellbeing, including emotional wellbeing and mental health;
- Working in partnerships with parents/carers, local communities, external agencies and organisations to support health and wellbeing of all pupils including the most vulnerable and disadvantaged.
- Ensuring that food and drink available across the school day reinforces the healthy lifestyle message;

All computer equipment and internet access within the School will be subject to appropriate “parental controls” and Internet safety rules in line with our Online Safety Policy. We will be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

MONITORING AND EVALUATION

The governing body will monitor the safeguarding arrangements in the school to ensure that these arrangements are having a positive impact on the safety and welfare of children. This will be evaluated on the basis of evidence of:

- the extent to which a positive culture and ethos is created where safeguarding is an important part of everyday life in the school, backed up by training at every level
- the content, application and effectiveness of safeguarding policies and procedures, and safer recruitment and vetting processes
- the quality of safeguarding practice, including evidence that staff are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community outside the setting
- the timeliness of response to any safeguarding concerns that are raised
- the quality of work to support multi-agency plans around the child.

COMPLAINTS

All complaints arising from the operation of this policy will be considered under the school’s **Complaints Policy**.

Appendix 1: Safeguarding Team 2022 – 23



Mr A D'Onofrio

**Designated
Safeguarding Lead**



Ms D Pinnock

**Designated
Safeguarding Lead**



Mr C Jefferies

Safeguarding Team



Mrs S Beech

Safeguarding Team



Mrs N Patel

Safeguarding Team

- **Antonio D'Onofrio** – Designated Safeguarding Lead and Head Teacher
- **Debbie Pinnock** – Senior Teacher - Designated Safeguarding Lead & Designated Teacher for Looked After Children
- **Charles Jefferies** – Safeguarding Lead and Assistant Head Teacher
- **Siobhan Beech** – Attendance officer and PA Family link
- **Natalie Patel** – Safeguarding Team (L3) and Head of HarlingtonAP

Additional Level 3 trained staff:

- **Tope Osekita** – Deputy Headteacher
- **Ray Walsh** – Deputy Headteacher
- **Steven Nosworthy** – Assistant Headteacher
- **Kathryn Stephens** – Assistant Headteacher
- **Ian Wells** – Assistant Headteacher
- **Michele Gibbons** – Professional Tutor

Safeguarding Governors

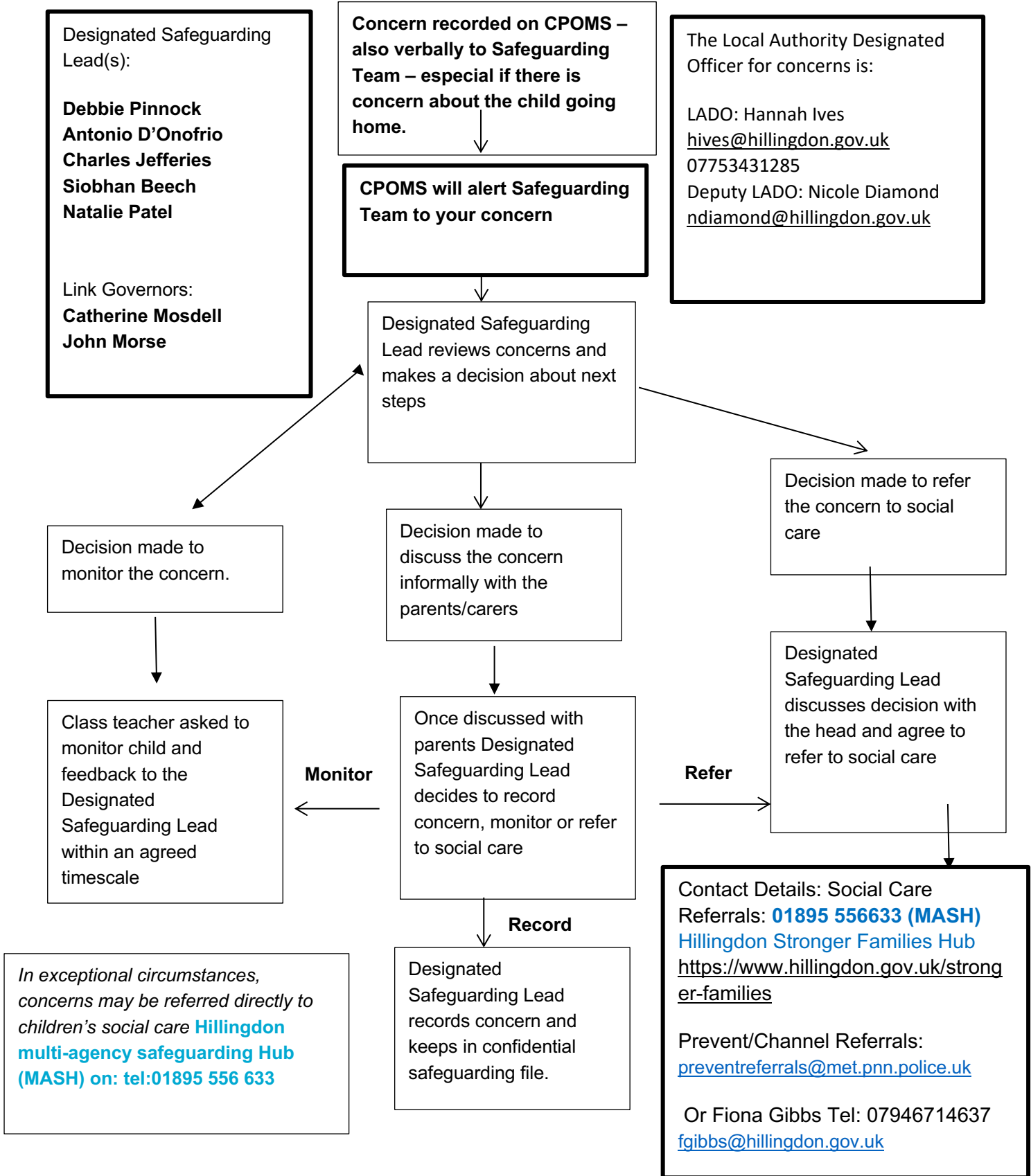
Ms C Mosdell

Mr J Morse

Appendix 2

10. London Borough of Hillingdon Safeguarding Details & School Safeguarding Flowchart

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix 3

Using CPOMS – all Harlington staff are now required to record all their concerns on our Child Protection Online Management System (COMPS)

All new staff will be given training on how to register and use the system. All existing staff have received training.

This system enables the Safeguarding Team to respond immediately to any concerns that are raised. It enables us to build up a chronology of events and to keep detailed and accurate records. Any primary school that uses the same system is able to directly transfer files to us.

See next page for Appendix 4

Appendix 4: Prevent referrals process – 2020 LB Hillingdon

A “Front Door for Prevent” was created, to avoid agencies having to duplicate information on separate referrals. The new email address preventreferrals@met.pnn.police.uk will share the form with both the police and the MASH (or equivalent), to allow the safeguarding concerns to be assessed alongside any police risk. If you have any queries or would like some support prior to submitting the referral form then you can contact the Local Authority Prevent lead, Fiona Gibbs.

Email: fgibbs@hillingdon.gov.uk Tel: 07946714637

Appendix 3(i): Current Hillingdon Local Authority PREVENT referral form:

| REFERRAL PROCESS | |
|--|--|
| <p>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities.</p> <p>Once you have completed this form, please email it to: preventreferrals@met.pnn.police.uk</p> <p>If you have any questions whilst filling in the form, please call: Hillingdon LA Prevent Team 07946714637</p> | |
| INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS | |
| Forename(s): | First Name(s) |
| Surname: | Last Name |
| Date of Birth (DD/MM/YYYY): | D.O.B. |
| Approx. Age (if DoB unknown): | Please Enter |
| Gender: | Please Describe |
| Known Address(es): | Identify which address is the Individual's current residence |
| Nationality / Citizenship: | Stated nationality / citizenship documentation (if any) |
| Immigration / Asylum Status: | Immigration status? Refugee status? Asylum claimant? Please describe. |
| Primary Language: | Does the Individual speak / understand English? What is the Individual's first language? |
| Contact Number(s): | Telephone Number(s) |
| Email Address(es): | Email Address(es) |
| Any Other Family Details: | Family makeup? Who lives with the Individual? Anything relevant. |

| DESCRIBE CONCERNS | In as much detail as possible, please describe the specific concern(s) relevant to Prevent. |
|-------------------|---|
| Please Describe | |

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS

Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?

Please Describe

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION

Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..

Please Describe

| PERSON WHO FIRST IDENTIFIED THE CONCERNS | |
|--|--|
| Do they wish to remain anonymous? | Yes / No |
| Forename: | Referrers First Name(s) |
| Surname: | Referrers Last Name |
| Professional Role & Organisation: | Referrers Role / Organisation |
| Relationship to Individual: | Referrers Relationship To The Individual |
| Contact Telephone Number: | Referrers Telephone Number |
| Email Address: | Referrers Email Address |
| PERSON MAKING THIS REFERRAL (if different from above) | |
| Forename: | Contact First Name(s) |
| Surname: | Contact Last Name |
| Professional Role & Organisation: | Contact Role & Organisation |
| Relationship to Individual: | Contact Relationship to the Individual |
| Contact Telephone Number: | Contact Telephone Number |
| Email Address: | Contact Email Address |

| RELEVANT DATES | |
|--|--|
| Date the concern first came to light: | When were the concerns first identified? |
| Date referral made to Prevent: | Date this form was completed & sent off? |
| REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above) | |
| Forename: | Referrers First Name(s) |
| Surname: | Referrers Last Name |
| Professional Role & Organisation: | Referrers Role / Organisation |
| Relationship to Individual: | Referrers Relationship To The Individual |
| Contact Telephone Number: | Referrers Telephone Number |
| Email Address: | Referrers Email Address |

| SAFEGUARDING CONSIDERATIONS | |
|--|----------|
| Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues? | Yes / No |
| Please describe, stating whether the concern has been diagnosed. | |
| Have you discussed this Individual with your organisations Safeguarding / Prevent lead? | Yes / No |
| What was the result of the discussion? | |
| Have you informed the Individual that you are making this referral? | Yes / No |
| What was the response? | |
| Have you taken any direct action with the Individual since receiving this information? | Yes / No |
| What was the action & the result? | |
| Have you discussed your concerns around the Individual with any other agencies? | Yes / No |
| What was the result of the discussion? | |

| INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS | |
|--|---------------------------------------|
| Current Occupation & Employer: | Current Occupation(s) & Employer(s) |
| Previous Occupation(s) & Employer(s): | Previous Occupation(s) & Employer(s) |
| Current School / College / University: | Current Educational Establishment(s) |
| Previous School / College / University: | Previous Educational Establishment(s) |

| THANK YOU |
|--|
| <p>Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.</p> <p>If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.</p> |

See next page for Appendix 5

Appendix 5: Policy for Child on child abuse, sexual abuse & sexual harassment

This policy is to be read in conjunction with the general duty of all schools and academies under sections 175 and 157 of the Education Act 2002.

There are a number of statutory school policies and procedural information from the DfE with which this policy should also be read:

- Sex and Relationship Education Policy
- Anti-bullying Policy
- Behaviour & Exclusions Policy
- Attendance Policy
- Safeguarding Statement 2022

Children are capable of abusing their peers. This can happen both inside and outside of school and online and take different forms, such as 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, which may include an online element that facilitates, threatens and/or encourages physical abuse; violence, particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation), sexual violence, such as rape, assault by penetration and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (also known as sexting or youth produced sexual imagery), sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (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; having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts) and upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Upskirting is now a criminal offence.

Although it is more likely that girls will be victims and boys perpetrators, all child on child abuse is unacceptable and will be taken seriously. We do not tolerate these or pass them off as “banter”, “just having a laugh” or “part of growing up”. As stated in our Behaviour and exclusions policy, we consider these “serious or malicious incidents” which may well incur harsher sanctions.

The school has a strong commitment to our anti-bullying policy and will consider all coercive acts and child on child abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school's behaviour policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils. It is important that all our staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. Any possible peer on peer abuse case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. We also note the DfE's advice and guidance on [Preventing and Tackling Bullying](#).

Sexual harassment, online sexual abuse and sexual violence

Sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable in our school and we have appropriate sanctions in place. We understand that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports. We work actively to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum, which specifically addresses sexual harassment, online abuse, sexual violence and issues of consent. We will ensure that children are taught about safeguarding risks, including online risks and will support pupils to understand what constitutes a healthy relationship, both online and offline. Our staff members have been made aware and have appropriate knowledge of *'Part 5: Child on child sexual violence and sexual harassment'* of 2021 DfE guidance "*Keeping children safe in education*". Staff have undergone specific and separate training on the findings of the OfSTED review into these matters and been issued with the full safeguarding toolkit which contains clear guidance as to how to respond to disclosures (see Appendix 5 - flow chart).

All pupils are supported to report concerns about harmful sexual behaviour. We will take concerns seriously and deal with them swiftly and appropriately and will ensure pupils are confident that this is case. We will be alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT+ children). We will identify and address any barriers that can prevent a pupil from making a disclosure, for example communication needs. Staff will share any concerns about or knowledge of such incidents immediately with the DSL with a view to ensuring that support systems are in place for victims. Where necessary, we will work with relevant external agencies to address the issue, which may include a referral to MASH and reporting to the Police. We will keep comprehensive records of all allegations.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur online and offline (both physically and verbally). It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will affect their educational attainment. We will handle reports of sexual violence and harassment between children, both on and outside school premises, in line with *'Part 5: Child on child sexual violence and sexual harassment'* of 2022 DfE guidance "*Keeping children safe in education*" and train our staff members accordingly (including teachers delivering relationships, sex and health education). Staff will share any concerns about or knowledge of such incidents immediately with the DSL with a view to ensuring that support systems are in place for victims (and alleged perpetrators). We take these incidents seriously and ensure that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. Where necessary, we will work with relevant external agencies to address the issue, which may include a referral to MASH and reporting to the Police.

On one hand, we need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. We will take advice, as appropriate, from children's social care, specialist sexual violence services and the police. If the alleged perpetrator moves to another educational institution (for any reason), we will make the new educational institution aware of any ongoing support needs and where appropriate,

potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file. **See Appendix 5 for Flow chart explaining how staff should deal with a disclosure of this kind.**

LGBT+ Support

In June 2021, the INEQE Safeguarding Group, an independent safeguarding organisation, reported on research from the charity *Just Like Us*, which celebrates LGBT+ inclusion. Their study of 2,934 pupils aged 11-18, of whom 1,140 were LGBT+, found that only 58% of LGBT+ young people felt safe at school on a daily basis and at least 2 in 5 LGBT+ young people had experienced a hate incident; 45% of LGBTQ pupils reported being bullied at school. Our BfL framework and Anti-bullying policy makes it clear we will not tolerate this and when reported, incidents will always be followed up and sanctioned. Our school staff are supportive of our LGBT+ students and many have offered to run a system of “Safe spaces” which are advertised via a rainbow triangle in classrooms and offices. These stickers show LGBT+ students that the staff who work in these areas (both gay and straight staff) offer a listening ear and a place to be and will support students if they are suffering from abuse.

CURRICULUM

Harlington School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. We will ensure that children are taught about safeguarding, including online safety and will consider this as part of providing a broad and balanced curriculum. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened.

We will be delivering the new mandatory Relationships & Sex Education (RSE) and Health Education (HE) and/or where delivered, through Personal, Social, Health and Economic (PSHE) & Wellbeing Education – including further lessons specifically to address issues of consent, sexual harassment and sexual violence, including online harassment.

As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

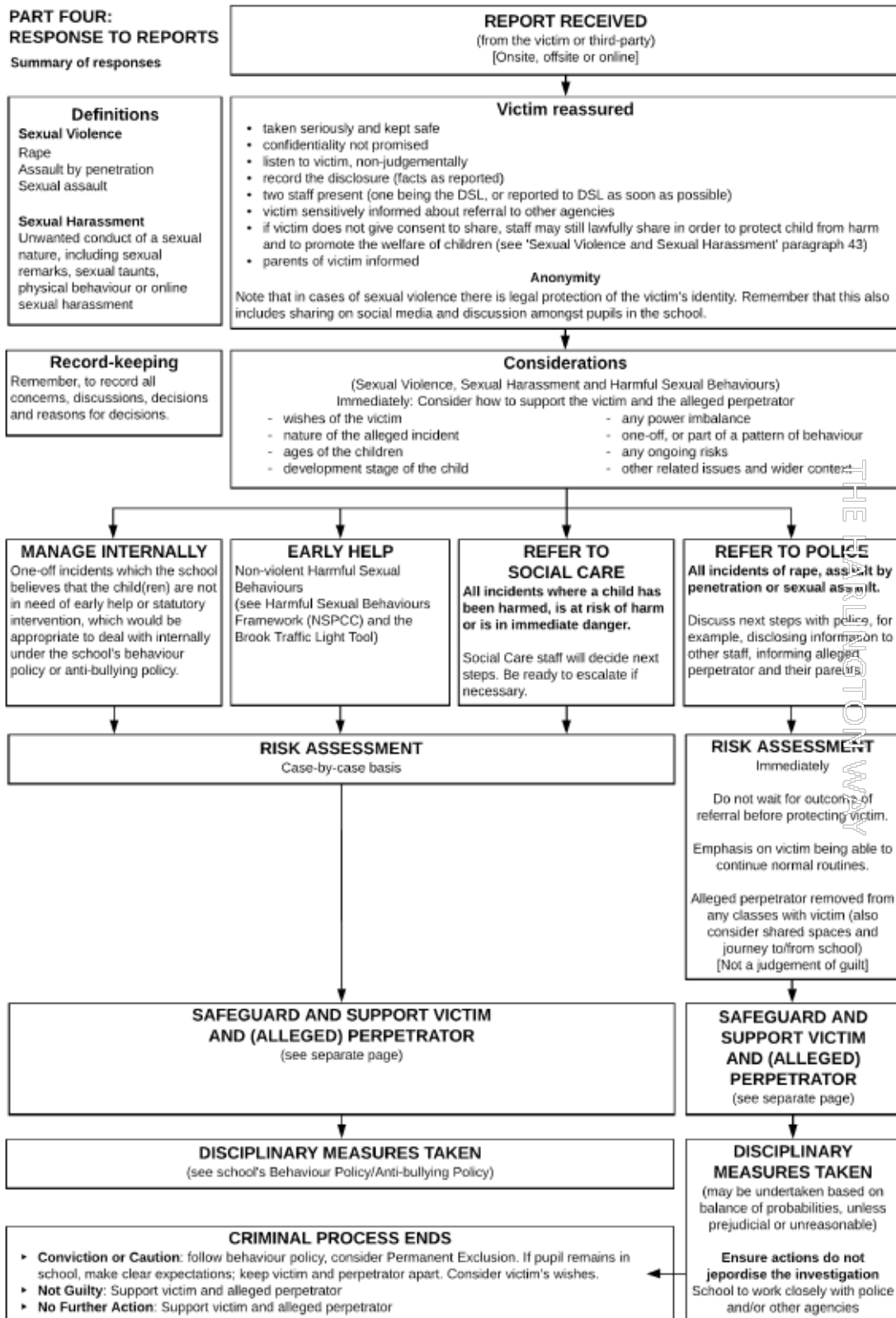
- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to be aware of sexual harassment, online abuse, sexual violence and issues of consent and safeguarding risks, including online risks and what constitutes a healthy relationship, both online and offline via a carefully planned relationships, sex and health education curriculum.
- to use assertiveness techniques to resist unhelpful pressure;
- emotional literacy.

Where necessary, we will work with external agencies to support this work. We will provide further specialist training to staff in order to better prepare them to deliver this programme in an age appropriate manner to all year groups. Where necessary we will use a dedicated team of senior staff, pastoral staff and safeguarding team members to deliver the most challenging of these topic areas.

We encourage staff to read the guidance as published from the DfE and listed below

The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people’s emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. Staff are encouraged to see [Risk Above](#) for links to all materials and lesson plans to aid understanding, and to better support

Appendix 6: Staff response - flow chart for addressing disclosures regarding sexual harassment or abuse:



© 2018 Andrew Hall

Source: Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2018)

SVSH Flow Chart for Schools 2018 v.1.1

Safeguarding Toolkit 2021-22
THE HARLINGTON WAY
Filename: Safeguarding Handbook for Schools December 2020 v.11.2.docx

Safeguarding and supporting victims and alleged perpetrators

| Victim | Alleged Perpetrator | Other children |
|--|--|--|
| <ul style="list-style-type: none"> • needs and wishes of victim are paramount • not made to feel they are the problem • consider proportionality of response • aim for victim to carry out normal routine • recognise that they may struggle in class and may need time out (if they wish) • be aware that they may not disclose the whole picture immediately • prepare for support over a long period and consider who is involved (internal and external) • if victim moves school, the Designated Safeguarding Lead (DSL) informs the new school of the need for continued support | <ul style="list-style-type: none"> • possible tension between discipline and support (these are not mutually exclusive) • consider age/ developmental stage/any SEND • proportionate response • consider unmet needs (for example, harmful sexual behaviours (HBV) in younger children may be a sign or abuse or trauma) • if (alleged) perpetrator moves school, the Designated Safeguarding Lead (DSL) informs the new school of the issues and transfers the child protection file | <ul style="list-style-type: none"> • witnesses may need support (especially in cases of sexual violence) • avoid allowing pupils to 'take sides' • minimise potential for bullying or victimisation in school and on school transport • be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed) • develop safeguarding culture • constantly review reporting procedures and responses • consider potential for systematic and environmental weaknesses |

See next page for Appendix 6

Appendix 6

Filtering and Monitoring

In line with the updates to KCSIE 2023 the following key points are added here but should be read alongside our **GDPR Digital Safeguarding Policy**.

- It is important that all staff have an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- The DSL should have lead responsibility in this area.
- Governing bodies and proprietors should consider the number of and age range of their children those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks. (paragraph 141)
- Clear roles and responsibilities must be identified to manage filtering and monitoring systems.
- The filtering and monitoring system must be reviewed annually.
- Harmful and inappropriate content must be blocked without unreasonably impacting teaching and learning.
- Effective monitoring strategies must be in place to meet the safeguarding needs of the school.
- The Governing body and proprietor should review the standards and discuss with IT staff and service providers what more needs to be done to support the school in meeting this standard.

Useful links and resources

Department for Education

[Keeping Children Safe In Education \(DfE\)](#)

[Meeting digital and technology standards in schools and colleges \(DfE\)](#)

[Broadband internet standards for schools and colleges \(DfE\)](#)

[Cyber security standards for schools and colleges \(DfE\)](#)

[Data protection policies and procedures \(DfE\)](#)

Home Office

[The Prevent duty: safeguarding learners vulnerable to radicalisation \(Home Office\)](#)

Information Commissioner's Office

[Data Protection Impact Assessment \(DPIA\) \(ICO\)](#)

London Grid for Learning (LGfL)

[Online Safety Audit \(LGfL\)](#)

**South West Grid for Learning
(SWGfL)**

[Online Safety Review \(360Safe\) \(SWGfL\)](#)

National Cyber Security Centre
[Cyber security training for school staff](#)

UK Safer Internet Centre

[2023 Appropriate filtering and monitoring definitions published \(UK Safer Internet Centre\)](#)

[Test Your Internet Filter \(UKSIC / SWGfL\)](#)

[Filtering provider responses - self-certified by service providers \(UKSIC\)](#)

[A Guide for education settings and filtering providers \(UKCIS\)](#)

[Establishing appropriate levels of filtering \(UKSIC\)](#)

[Online safety in schools and colleges: questions from the governing board \(UKCIS\)](#)

Digital Resilience

[HeadStart Online Digital Resilience Tool \(HeadStart Kernow\)](#)