



**Designated Safeguarding Leads:** Chantelle Waul, Family Liaison Officer – Designated Safeguarding Lead  
 Ken MacSporran, Senior Assistant Headteacher, Deputy Designated Safeguarding Lead

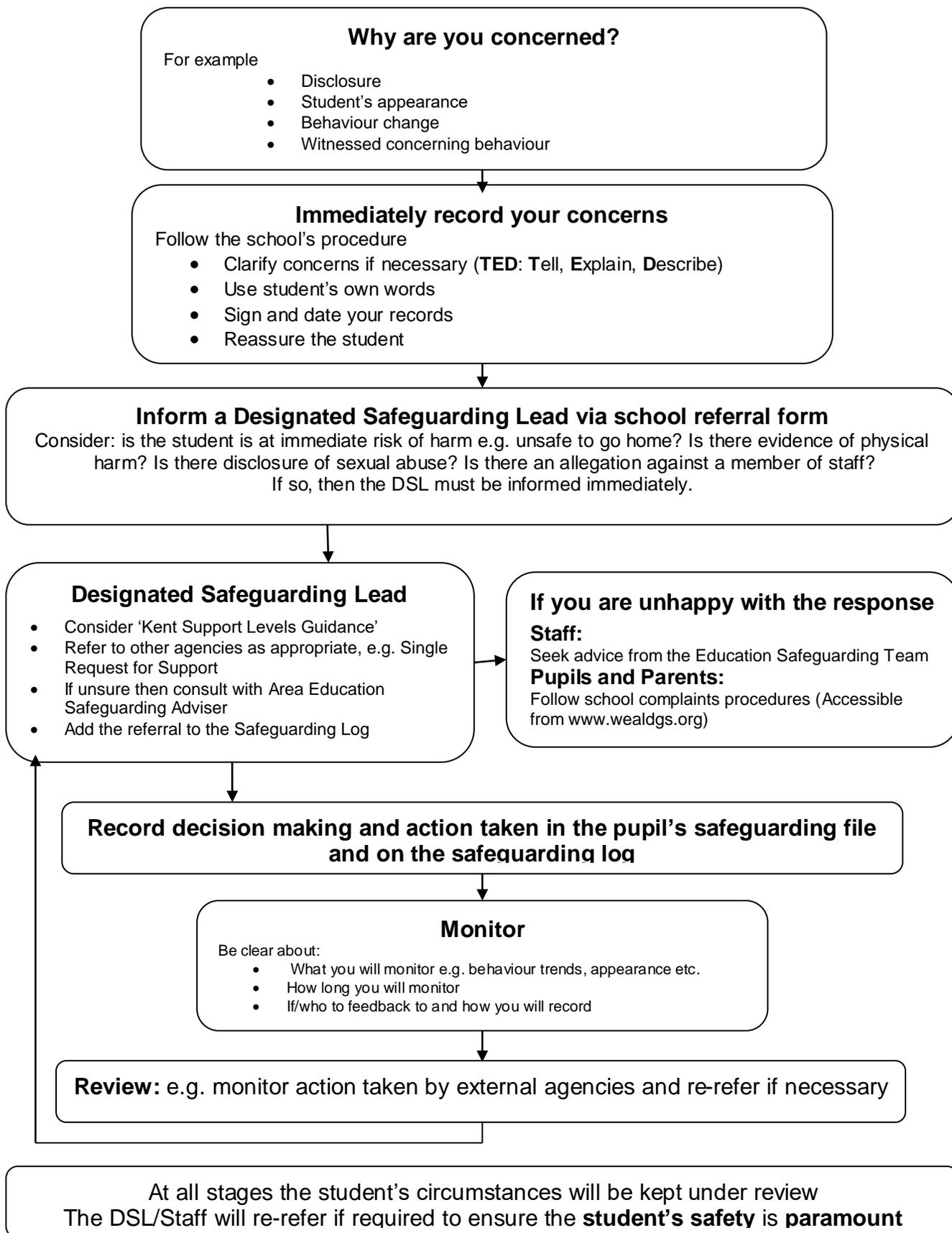
Staff with DSL training:  
 Jane Whitlock, Inclusion Manager  
 Rachael Hosier, SENCo  
 Will Robertson, SENCo  
 Sophie Clark, Deputy Headteacher  
 Veronique Ricks, Deputy Headteacher  
 Amie Jones, Assistant Headteacher  
 Chris Love, Assistant Headteacher  
 Heads of Year and Assistants to the Heads of Year

**Named Safeguarding Trustees:** Liz Kinnersley

### Contents

	<b>Page no</b>
Actions where there are concerns about a student in Weald of Kent Grammar School	1
1. Introduction and ethos	2
2. Context	2
3. Definition of safeguarding	3
4. Related safeguarding policies	3
5. Key responsibilities	4
6. Local support	6
7. Recognition and categories of abuse	6
8. Staff induction, awareness and training	7
9. Safe working practice	7
10. Staff supervision and support	8
11. Safer recruitment	8
12. Safeguarding and child protection procedures	8
13. Record keeping	9
14. Working with other agencies	10
15. Confidentiality and information sharing	10
16. Complaints	10
17. Allegations against staff and volunteers	11
18. Allegations against pupils	11
19. Safeguarding children with special educational needs and disabilities	12
20. Curriculum and staying safe	12
21. Online safety	12
22. The use of school premises by other organisations	13
23. Security	13
Appendix 1: Responsibilities of the Governing Body and the Headteacher	14
Appendix 2: Categories of Abuse	15
Appendix 3: Specific Safeguarding Issues	17
Appendix 4: Keeping yourself safe when responding to disclosures	23
Appendix 5: National Support Organisations	24

## Actions where there are concerns about a student in Weald of Kent Grammar School



## 1. Introduction and Ethos

- Weald of Kent Grammar School is a community and all those directly connected (staff, governors, parents, families and students) have an essential role to play in making it safe and secure. Weald of Kent Grammar School recognises our moral and statutory responsibility to safeguard and promote the welfare of all students in our care.
- This policy will refer to all children who attend Weald of Kent Grammar School as “students”.
- Weald of Kent Grammar School recognises the importance of providing an ethos and environment within school that will help students to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection and justice.
- This is a core policy that forms part of the induction for all staff. It is a requirement that all staff have access to this policy and Keeping Children Safe in Education: Part 1 and Annexe A (September 2020).
- Staff must complete annual Safeguarding training.
- This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.
- Our school core safeguarding principles are:
  - It is a whole school responsibility to safeguard and promote the welfare of students as its paramount concern.
  - All students (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
  - All students have a right to be heard and to have their wishes and feelings taken into account.
  - All staff understand safe professional practice and adhere to our code of conduct and other associated policies.
  - All staff have a responsibility to recognise vulnerability in students and act on any concern in accordance with this guidance.
- There are four main elements to our safeguarding policy:
  - Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for students, safer recruitment procedures);
  - Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
  - Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
  - Working with parents and other agencies (to ensure appropriate communications and actions are undertaken).
- The procedures contained in this policy apply to all staff and governors and are consistent with those of Kent Safeguarding Students Board (KSCB).

## 2. Context

- This policy has been developed in accordance with the principles established by the Children’s Acts 1989 and 2004 and related guidance. This includes:
  - DfE guidance Keeping Children Safe in Education 2020 (KCSIE)
  - Working Together to Safeguard Children 2018 (WTSC)
  - Ofsted guidance ‘Inspecting safeguarding in early years, education and skills settings’ (2018)
  - Framework for the Assessment of Children in Need and their Families (2000)
  - Kent and Medway Safeguarding Children Procedures (Online)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all students who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

### 3. Definition of safeguarding

- “Safeguarding and promoting the welfare of students is defined for the purposes of this guidance as:
  - protecting students from maltreatment;
  - preventing impairment of students’ health or development;
  - ensuring that students grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all students to have the best outcomes.”  
Keeping Children Safe in Education 20120 (KCSIE), DfE, p4
- “Safeguarding is not just about protecting students from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.”  
Inspecting safeguarding in early years, education and skills, Ofsted, October 2018, p6
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Headteacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- The school acknowledges that this policy will incorporate a range of safeguarding issues including (but not limited to):
  - Bullying (including cyberbullying)
  - Child missing from home or care
  - Child Sexual Exploitation (CSE)
  - Children missing education
  - Domestic abuse and violence
  - Drugs and alcohol
  - Fabricated or induced illness
  - Gangs and youth violence
  - Hate
  - Homelessness
  - So-called honour-based abuse (including Female Genital Mutilation and Forced Marriage)
  - Mental health
  - Online Safety
  - Peer on peer abuse
  - Prevent Duty (preventing radicalisation and extremism)
  - Private fostering
  - Relationship abuse and gender-based violence
  - Sexual violence and harassment between students
  - Trafficking
  - Youth Produced Sexual Imagery or “Sexting”(See Annex A within ‘Keeping children safe in education’ 2020, p18-29 for definitions and guidance)
- Every member of staff at Weald of Kent Grammar School recognises that students experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting students from any other risks.

### 4. Related safeguarding policies

- We are aware that safeguarding is fundamental to the welfare of all students in our care. This policy is therefore one of a series in the school’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below.
  - Positive Behaviour Policy
  - SEN and Inclusion Policy
  - Use of Reasonable Force Policy
  - Online Safety Policy

- Anti-Bullying Policy
- GDPR Policy
- Sex Education
- Health and Safety Policy
- Attendance Policy
- Risk Assessments (e.g. school trips, use of technology)
- First Aid and Accidents
- Safer Recruitment

Supporting Guidance (to be read and followed alongside this document)

- DfE guidance Keeping Children Safe in Education 2020 (KCSIE)
- Working Together to Safeguard Children 2018 (WTSC)
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills settings' (2018)
- KCC Safeguarding Children and Child protection – "Induction Leaflet Guidelines for School Staff"
- KCC Guidelines for "Safeguarding Record Keeping in Schools"
- KCC Advice notes "Dealing with Disclosures in School"

These documents can be found in the Staff Resources drive (in the Safeguarding Folder)

## 5. Key responsibilities

- "Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child."

Keeping children safe in education 2020 (KCSIE), DfE, p4

- The governing body, have read and will follow KCSIE 2020. Further information regarding the key strategic responsibilities of the governing body and Headteacher are identified in Appendix 1.
- The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding students are reviewed at least annually.
- The Governing Body, Headteacher and Senior Leaders will ensure that the DSL(s) is properly supported in this role at a time and resource level.

### 5.1 Designated Safeguarding Lead (DSL)

- The school has appointed a senior leader as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the Kent Safeguarding Children Board. The DSL's training will be updated formally every two years but his/her knowledge and skills will be updated through a variety of methods (online training, eBulletins, newsletters, and safeguarding meetings) at regular intervals, at least annually, to keep up with any developments relevant to their role.
- The school has appointed additional staff to deputise for the DSL (see cover page). Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.
- It is the role of the DSL to:
  - Act as the central contact point for all staff to discuss any safeguarding concerns
  - Maintain a confidential recording system for safeguarding and child protection concerns

- Coordinate safeguarding action for individual students
- Liaise with other agencies and professionals in line with Working together to safeguard students
- Ensure that locally established procedures are followed and making referrals to other agencies, including Specialist Children's Services (SCS) as necessary
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's part in Child in Need / Child Protection plans
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020).
- Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2020, Annex B.

## **5.2 Staff**

- All staff have a responsibility to:
  - provide a safe environment in which students can learn
  - ensure all students are able to develop appropriate strategies to recognise and respond to risk and build resilience
  - identify and recognise students who may be in need of extra help, who are suffering, or are likely to suffer significant harm
  - provide help for students, where appropriate and reasonable
  - take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
  - safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties
  - maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the student
  - respond to and refer any concerns about students or other members of the community in accordance with this policy
  - Contribute towards, read and adhering to the school policies.
- All staff at Weald of Kent Grammar School know what to do if a student tells them he/she is being abused or neglected. Staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Staff know they must never promise a student that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the student.
- The welfare and safety of students are the responsibility of all staff in school and ANY concern for a student's welfare MUST always be reported to the Designated Safeguarding Lead(s).

## **5.3 Students and young people**

- Students and young people have a responsibility to:
  - contribute to the development of school safeguarding policies
  - read and adhere to (at a level appropriate to their age and ability) the school's safeguarding policies and procedures
  - seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
  - develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

## **5.4 Parents and Carers**

- Parents/carers have a responsibility to:
  - read the relevant school/policies and procedures, encouraging their students to adhere to them, and adhering to them themselves where appropriate
  - discuss safeguarding issues with their students, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
  - identify changes in behaviour which could indicate that their student is at risk of harm, both in general and online
  - seek help and support from the school, or other appropriate agencies, if they or their student encounters any safeguarding concern
  - contribute to the development of the school's safeguarding policies.
- A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures.
- Parents can obtain a copy of the school Safeguarding Policy and other related policies on request and can view them via the school website ([www.wealdgs.org](http://www.wealdgs.org)).

## **6. Local and national support**

- All staff at Weald of Kent Grammar School are made aware of local support available. Contact details are in the Staff Drive Safeguarding folder and on the Safeguarding staffroom noticeboards for:
  - Area Safeguarding Adviser (Education Safeguarding Team)
  - KCC Online Safety (Education Safeguarding Team)
  - LADO
  - Children's Specialist Services Central Duty Team
  - Kent Police
  - NSPCC

## **7. Recognition and categories of abuse**

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

The most up to date definitions and possible indicators and signs of abuse are found in Appendix 3. Staff should also refer to 'Keeping children safe in education' 2020 (p7-8 and also Annex A) and 'What to do if you are worried a student is being abused' 2015.
- Staff are made aware that that student welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Students may be abused in a family or in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another student or students. Students may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of honour-based violence, including forced marriage and female genital mutilation, students may be taken out of the country to be abused. An abused student will often experience more than one type of abuse, as well as other difficulties in their lives.
- Abuse and neglect can happen over a period of time but can also be a one-off event. Student abuse and neglect can have major long-term impacts on all aspects of a student's health, development and well-being.
- The warning signs and symptoms of student abuse and neglect can vary from student to student. Students also develop and mature at different rates so what appears to be worrying for a younger student might be normal behaviour for an older student. Parental behaviours may also indicate student abuse or neglect, so staff should also be alert to parent-student interactions which are

concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

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

## **8. Staff induction, awareness and training**

- All staff have been provided with a copy of part one of the "*Keeping Children Safe in Education*" (2020) which covers Safeguarding information. School leaders will read the entire document. School leaders and all staff who work directly with students will access Annex A within Keeping children safe in education 2020.
- The DSL will ensure that all new staff are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.
- All staff members will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
  - Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
  - Respond appropriately to safeguarding issues and take action in line with this policy
  - Record concerns in line with the school policies
  - Refer concerns to the DSL and be able to seek support external to the school if required.
- Staff will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put students in danger. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and external reporting mechanisms.
- All staff members will receive regular safeguarding and child protection updates (via e-Bulletins, staff meeting, briefings and training) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard students effectively.
- All staff will be made aware of the school's expectations regarding safe and professional practice via Safeguarding training and the Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.
- The DSL and Headteacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.
- Although the school has a nominated lead for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## **9. Safe working practice**

- All staff are required to work within clear guidelines as set out in Safeguarding training.
- Students may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual students or parents to be conducted in view of other adults.
- Positive Handling should only be used when the student is endangering him/herself or others and such events should be recorded and signed by a witness. This should be recorded on the day that it happens. Staff should be aware of the school's Positive Behaviour Management and Use of Reasonable Force Policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

- Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015) which can be found in the staff drive Safeguarding folder.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings, the school's Online Safety Policy and Acceptable Use Policy and Safe Practice with Technology – Guidance for Adults who Work with Children and Young People.

## **10. Staff supervision and support**

- Any member of staff affected by issues arising from concerns for students' welfare or safety can seek support from the DSL.
- All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a student's safety or welfare.
- The school will provide appropriate supervision and support for all staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of students
  - Staff are able to creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role
  - All staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

## **11. Safer recruitment**

- Weald of Kent Grammar School is committed to ensuring that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Board of Trustees and senior leadership are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.
- The Board of Trustees will ensure that the Headteacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

## **12. Safeguarding and child protection procedures**

- Weald of Kent Grammar School adheres to the KSCB Safeguarding Children Procedures. The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCB website [www.kscb.org.uk](http://www.kscb.org.uk).
- 'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.
- All staff are expected to be aware of and follow this approach: be alert, question behaviour, ask for help, refer.

- It may not always be appropriate to go through all four stages sequentially and if a student is in immediate danger or is at risk of harm, a referral should be made immediately to social care and/or the police.
- The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.
- It is the responsibility of the DSL to receive and collate information regarding individual students, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.
  - To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns.
  - Issues discussed during consultations may include the urgency and gravity of the concerns for a student or young person and the extent to which parents/carers are made aware of these.
- If Level 3 or 4 on the Kent Support Levels is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies. The DSL will keep all cases under constant review and will give consideration to making a re-referral to SCS if the situation doesn't appear to be improving for the student.
- New referrals to services will be made using the agreed Kent process. These will be made with reference to the Kent Support Levels (KSCB). In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the Central Duty Team. Concerns for students who are already known to services will be passed to the allocated worker / Team.
- All staff are aware of the process for making referrals to SCS for statutory assessments under the Children's Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a student or young person at the earliest possible stage. In the event of a referral to SCS being necessary, parents/carers will be informed and 'agreement to engage' to this will be sought unless there is a valid reason not to do so.
- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Area Safeguarding Team. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a student to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the student is safe and their welfare is being considered.
- If following this process, the staff member remains concerned that appropriate action is not being taken then the member of staff should seek further direct consultation from a member of the Area Safeguarding Team who will be able to discuss the concern and provide further advice on appropriate action to be taken.
- If after a referral a student's situation does not appear to be improving then the DSL (or the person that made the referral) will press for reconsideration to ensure that the school's concerns have been addressed and, most importantly, that the student's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

### **13. Record keeping**

- Staff will record any welfare concern that they have about a student on the school's safeguarding referral form (with a body map where injuries have been observed) and send this without delay to the DSL via the email template found in the T drive. Records will be completed as soon as possible after the referral, using the student's words and will be signed and dated.
- Safeguarding referral forms are kept in a 'restricted access' staff drive on the school network.

- All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If staff are in any doubt about recording requirements staff then they will discuss their concerns with DSL.
- Safeguarding records are kept for individual students and separate from all other records relating to the student in school. They are retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only.
- The Headteacher will be kept informed of any significant issues by the DSL.
- All safeguarding records will be forwarded in accordance with data protection legislation to a student's subsequent school/setting, under confidential and separate cover to the new DSL or Headteacher and a receipt of delivery will be obtained.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".

#### **14. Working with other agencies**

- Weald of Kent Grammar School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure students' needs are met and to protect them from harm. We will endeavour to identify those students and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.
- Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the student while these take place.
- Weald of Kent Grammar School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, and Child in Need meetings.
- The Senior Leadership Group and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

#### **15. Confidentiality and information sharing**

- Weald of Kent Grammar School recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other staff on a need to know basis.
- All staff must be aware that whilst they have duties to keep any information about students, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard students. All staff must be aware that they cannot promise a student to keep secrets which might compromise the student's safety or wellbeing.
- Further advice on responding to disclosures can be found in Appendix 4 of this Policy.
- DfE Guidance on Information Sharing (March 2015) provides further detail. This is held on the staff intranet.
- If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

#### **16. Complaints**

- The school has a Complaints Procedure available to parents, pupils/students and staff who wish to report concerns. This can be found on the school website, and is also held centrally by the Headteacher's PA

- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific “Procedures for Managing Allegations Against Staff” and the Whistle Blowing Policy which can be found on the school website.

## **17. Allegations against staff and volunteers**

- Weald of Kent Grammar School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to students and takes seriously any allegation received. Such allegations should be referred immediately to the Headteacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the student and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported directly to the LADO.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All staff are made aware of the school’s whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a student at risk.
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- For specific guidance on how to respond to allegations against staff, please refer to the “Procedures for Managing Allegations Against Staff” and the Whistle Blowing Policy which can be found on the school website.
- When in doubt – consult.

## **18. Allegations against pupils**

- Weald of Kent Grammar School recognises that students are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), sexualised bullying and violence and sexting. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.
- Weald of Kent Grammar School believes that abuse is abuse; it will never be tolerated, dismissed or minimised. The school will ensure that appropriate curriculum time is dedicated to enable students to develop an awareness and understanding of abusive behaviour and to ensure that students recognise warning signs and put in place support both within the school and externally wherever it is deemed necessary (such as Kent Police, ChildLine etc.).
- Pupils who have experienced peer on peer abuse will be supported by:
  - Offering them an immediate opportunity to discuss the experience with a member of staff of their choice;
  - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate;
  - Providing reassurance and continuous support;
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Pupils who have abused other pupils will be helped by:
  - Discussing what happened, establishing the specific concern and the need for behaviour to change;
  - Informing parents/carers to help change the attitude and behaviour of the student;
  - Providing appropriate education and support;
  - Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions;
  - Speaking with police or other local services (such as early help or children’s specialist services) as appropriate.

- Further information about the school's response to allegations of abuse against pupils can be located in our anti-bullying and online safety policies.
- Please also refer to the updated Part 5 'child on child sexual violence and sexual harassment' in KCSIE 2020.
- Weald of Kent Grammar School is aware of and will follow the KSCB procedures ([www.kscb.org.uk](http://www.kscb.org.uk)) for supporting students who are at risk of harm as a result of their own behaviour.

## **19. Safeguarding students with special educational needs and disabilities**

- Weald of Kent Grammar School acknowledges that students with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening
- Weald of Kent Grammar School will ensure that students with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Staff are encouraged to be aware that students with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the student's disability and be aware that students with SEN and disabilities may not always outwardly display indicators of abuse.

## **20. Curriculum and staying safe**

- We recognise that schools play an essential role in helping students to understand and identify the parameters of what is appropriate student and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Weald of Kent Grammar School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including how to keep themselves and others safe on line.
- Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHCE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited to, bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, gender-based violence/sexual assaults and youth produced sexual imagery.
- Systems have been established to support the empowerment of students to talk to a range of staff. Students at Weald of Kent Grammar School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.
- Specific systems outside of expected day to day classroom interaction and support will include:
  - School and Year Councils
  - Worry boxes
  - Buddy and peer-mentoring systems
  - Peer mediation
  - PSHCE
  - Anti-Bullying Policy
  - Safer Internet Week resources.

## **21. Online safety**

- It is recognised by Weald of Kent Grammar School that the use of technology presents particular challenges and risks to students and adults both inside and outside of school.

- Weald of Kent Grammar School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
  - content: being exposed to illegal, inappropriate or harmful material
  - contact: being subjected to harmful online interaction with other users
  - conduct: personal online behaviour that increases the likelihood of, or causes, harm
- The DSL and leadership team have read Annex C regarding Online Safety within 'Keeping children safe in education' 2020.
- Weald of Kent Grammar School will ensure that appropriate filtering and monitoring systems (Impero, Lightspeed), are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what students can be taught with regards to online teaching and safeguarding
- Weald of Kent Grammar School acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Students and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school online safety policy which can be found on the school website.
- Weald of Kent Grammar School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all staff) to become aware and alert to the need to keep students safe online.

## 22. The use of school premises by other organisations

- Where services or activities are provided separately by another body using the school premises, the Headteacher and Board of Trustees will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding students and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved, then an application to use premises will be refused.

## 23. Security

- All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via reception and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (student or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

<b>Author:</b>	Ken MacSporran	<b>Date:</b>	September 2020
<b>Next Review Date:</b>	September 2021	<b>Link Governor/s:</b>	Liz Kinnersley
<b>Ratified:</b>	<p>.....</p> <p>Ratified December 2020 FTB</p>		

## **Appendix 1: Responsibilities of the Board of Trustees and the Headteacher**

### **The Board of Trustees has the responsibility to ensure:**

- There is a named Designated Safeguarding Lead (DSL), who is a member of the senior leadership team and who has undertaken approved KSCB training in inter-agency working, in addition to basic child protection training.
- The school has an up-to-date child protection policy which is consistent with KSCB requirements, reviewed annually and made available to parents on request.
- Procedures are in place for dealing with allegations of abuse made against staff including allegations made against the Headteacher.
- Safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance are in place.
- There is an up-to-date and appropriate training strategy which ensures all staff, including the managers, teaching and non-teaching staff, receive safeguarding training.
- That all temporary staff and volunteers are made aware of the school's arrangements for safeguarding.
- That appropriate filters and appropriate monitoring systems for school systems and internet enabled devices are in place whilst being mindful to ensure that "over blocking" does not lead to unreasonable restrictions as to what students can be taught with regards to online teaching and safeguarding.
- That the governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.
- That students are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

### **The Headteacher has the responsibility to ensure:**

- That the child protection policy and procedures are implemented and followed by all staff.
- That sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of pupils and the attendance at strategy discussions and other necessary meetings.
- That all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures.
- That student's safety and welfare is addressed through the curriculum.

## Appendix 2: Categories of Abuse

**Abuse:** a form of maltreatment of a student. Somebody may abuse or neglect a student by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another student or students. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and students. All staff should read and understand part one of 'Keeping children safe in education' 2020 and staff who have direct contact with pupils should also read annex A.

**Sexual abuse:** involves forcing or enticing a student or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the student 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 students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students to behave in sexually inappropriate ways, or grooming a student 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 students.

### Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a student minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

**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 student. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a student.

### Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

**Emotional abuse:** the persistent emotional maltreatment of a student such as to cause severe and adverse effects on the student's emotional development. It may involve conveying to a student 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 student 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 students. These may include interactions that are beyond a student's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the student participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing students frequently to feel frightened or in danger, or the exploitation or corruption of students. Some level of emotional abuse is involved in all types of maltreatment of a student, although it may occur alone.

**Signs that MAY INDICATE emotional abuse**

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

**Neglect:** the persistent failure to meet a student's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a student 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 student 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 student's basic emotional needs.

**Signs that MAY INDICATE neglect.**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

## **Appendix 3: Specific Safeguarding Issues** (See Annex A of Keeping children safe in education 2020)

### **Students and the court system**

Students are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support students 5-11-year olds and 12-17-year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making student arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for students. The Ministry of Justice has launched an online student arrangements information tool with clear and concise information on the dispute resolution service.

This may be useful for some parents and carers.

### **Children missing from education**

All staff should be aware that students going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and student criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a student going missing in future. Staff should be aware of their school or college's unauthorised absence and students missing from education procedures.

### **Children with family members in prison**

Approximately 200,000 students have a parent sent to prison each year. These students are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their students, to help mitigate negative consequences for those students.

### **Child sexual exploitation**

Child sexual exploitation is a form of student sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a student or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of student sex abuse, child sexual exploitation:

- can affect any student or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the student or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);

- can be perpetrated by individuals or groups, males or females, and students or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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

### **Child criminal exploitation: county lines**

Criminal exploitation of students is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit students and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>12</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

### **Domestic abuse**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on students. In some cases, a student may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

## **Homelessness**

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

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

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

## **So-called 'honour-based' abuse**

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

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

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of student abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face

disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers must 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 should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve students’ social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced 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 communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding students from forced marriage.

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

## **Preventing radicalisation**

Students are vulnerable to extremist ideology and radicalisation. Similar to protecting students from other forms of harms and abuse, protecting students from this risk should be a part of a schools’ or colleges’ safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a student is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a student’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

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

Channel programme.

The Prevent duty: all schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools.

## Peer on peer abuse

Students can abuse other students. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

## Sexual violence and sexual harassment between students in schools and colleges

Sexual violence and sexual harassment can occur between two students of any age and sex. It can also occur through a group of students sexually assaulting or sexually harassing a single student or group of students. Students who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, students with SEND and LGBT students are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

**What is Sexual violence and sexual harassment?** It is important that school and college staff are aware of sexual violence and the fact students can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

## Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of student on student sexual harassment. Sexual harassment is likely to: violate a student’s dignity, and/or make them feel

intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

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

### **Upskirting**

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 36 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice can be found via web links on pages 29-30 in Annex A of KCSIE 2020.

## Appendix 4: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

### 1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

### 2. Respond

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

### 3. React

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

### 4. Record

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

### 5. Remember

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCB: [www.kscb.org.uk](http://www.kscb.org.uk)

### 6. Relax

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

## Appendix 5: National Support Organisations

### Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### Support for Pupils

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- StudentLine: [www.studentline.org.uk](http://www.studentline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### Support for adults

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NAPAC (National Association for People Abused in Studenthood): [www.napac.org.uk](http://www.napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Domestic Abuse

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

### Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

### Sexual Abuse and CSE

- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

### Online Safety

- Studentnet International: [www.studentnet.com](http://www.studentnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parents Info: [www.parentsinfo.org](http://www.parentsinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

**Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)