

# Safeguarding Policy

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## School Designated Safeguarding Lead (DSL) Contacts

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## Local Children's Safeguarding Boards (LCSBs) and Other Useful Agencies

Nottingham City	Children and Families Direct	0115 876 4800	<a href="mailto:candfdirect@nottinghamcity.gcsx.gov.uk">candfdirect@nottinghamcity.gcsx.gov.uk</a>
Tina Wright	Local Authority Designated Officer (LADO)	0115 876 5501	<a href="mailto:tina.wright@nottinghamcity.gov.uk">tina.wright@nottinghamcity.gov.uk</a>
Nottinghamshire	Nottinghamshire Multi-Agency Safeguarding Hub (MASH)	0300 500 8090	<a href="mailto:mash.safeguarding@securenottscs.gcsx.gov.uk">mash.safeguarding@securenottscs.gcsx.gov.uk</a>
Child Welfare	NSPCC	0808 800 5000	<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
The Prevent Duty	Preventing extremism in schools and children's services	020 7340 7264	<a href="mailto:counter.extremism@education.gov.uk">counter.extremism@education.gov.uk</a>
Female Genital Mutilation	NSPCC FGM Helpline	0800 028 3550	<a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a>

Hollygirt School is committed to safeguarding and promoting the welfare of children including online and believes that all pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This Safeguarding Policy ("this policy") forms a fundamental part of our approach to providing excellent pastoral care to *all* pupils (including those in EYFS).

Safeguarding and promoting the welfare of children is defined as:

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

(KCSIE September 2020)

Key documents with which this policy is in accordance:

- Keeping Children Safe in Education (KCSIE) – 1st September 2020
- Independent Schools Inspectorate Handbook – January 2017

- Working Together to Safeguard Children – July 2018
- Equality Act 2010
- The Children Act 2004
- Education (Independent Schools Standards) (England) Regulations 2003 (as amended)
- The Prevent Duty – July 2015
- Statutory Framework for EYFS 2017
- Children Missing Education – September 2016
- Sexual Violence and sexual harassment between children in schools and colleges – May 2018
- Mental health and wellbeing in schools – November 2018
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – September 2020

Hollygirt School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to abuse. This policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Nottingham City / Nottinghamshire County Local Children's Safeguarding Boards.

This policy is addressed to all members of staff and volunteers at Hollygirt School. Adherence to this policy is mandatory for all staff and volunteers and its use is not subject to discretion. This policy applies whenever staff or volunteers are working with pupils including where this is away from Hollygirt School, for example at another institution, school visits and trips, sporting and cultural activities.

This policy is available to all parents, staff and volunteers on the school's website. A paper copy is also available to parents upon request from the school office.

Pupils are made aware of this policy through their Issues programme and other means of sharing information appropriate to their age and understanding i.e. assemblies/tutor time/Issues lessons.

### **Elements of the Safeguarding Policy**

- Prevention (e.g. positive climate for learning, teaching and pastoral support to pupils);
- Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- Support (to pupils and school staff and to children who may have been abused);
- Working with parents (to ensure appropriate communications and actions are undertaken).

### **Creating a Culture of Safeguarding**

Hollygirt School recognises that safeguarding covers much more than child protection and so this policy will operate in conjunction with other related policies and procedures, such as effective whole school policies on Anti-Bullying, Cyberbullying, School Rules, Drugs, Racism, Behaviour and ICT.

Hollygirt School is committed to working in partnership with pupils' parents, Children's Services departments and other relevant agencies to continuously develop and improve the safeguarding culture within our school and to ensure the risk of harm to children is minimised.

Hollygirt School has systems to:

- Prevent unsuitable people working with pupils; all staff working at Hollygirt School are subject to an enhanced *DBS*.

- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe; (*See Staff Recruitment Procedures*)
- Ensure that staff do not through their actions, place pupils at risk of harm, or themselves at risk from an allegation of harm (by providing guidance on areas such as 1-1 tuition or inappropriate electronic communication). (*See Staff Code of Conduct*)
- Induct new members of staff who come into employment outside of the usual cycle of whole school safeguarding training. New staff are given KCSIE Part 1 and Annex A, read and sign to say they understand their responsibilities and the Whole School Policy which outlines the process for reporting safeguarding issues. This is part of the wider induction process and explained personally to all staff by the DSL.
- All staff receive a copy of KCSIE Part 1 and Annex A annually and are required to sign to confirm understanding. Any changes in legislation are highlighted to staff and in policy at the earliest point.

## Aims

Our aims are to:

- create an environment in our school which is safe and secure for all pupils;
- encourage our pupils to establish satisfying relationships within their families, with peers and with other adults; encourage children to develop a sense of autonomy and independence;
- work with parents to build their understanding of and commitment to the welfare of all pupils.

In order to fulfil these aims the Headmistress will take the necessary steps to ensure that:

- all staff and volunteers receive training in safeguarding children as part of their induction. All will receive a copy of KCSIE Part 1 and Annex A annually (and sign to having read and understood it). Continuous refreshers and in year updates will be made as appropriate.
- all staff, volunteers and the Headmistress receive updated safeguarding training including Prevent, online safety, Children Missing in Education, pupil behaviour, Staff Code of Conduct including whistle blowing, use of ICT, staff/pupil relations and use of social media at induction and on-going thereafter, a minimum every three years. This is on top of the annual KCSIE Part 1 and Annex A declaration as well as other training as appropriate.
- at least one junior and one senior school staff is trained as Designated Safeguarding Lead (DSL) and updated every two years (or in accordance with local DSL update training).
- we operate safe recruitment procedures, as specified by the Disclosure and Barring Service (DBS). This includes carrying out all required checks on the suitability of all staff and volunteers to work with children and young people in accordance with the guidance and regulations;
- we carry out the mandatory checks on the suitability of all people who serve as school Trustees in accordance with guidance and regulations;
- where we cease to use the services of any person because it is considered that the person is unsuitable to work with children, a report will be made to the Teaching Regulation Agency (TRA) promptly and in any event within 28 days;
- all school staff are alert to signs of abuse and neglect (appropriate to their role) and all staff should know to whom they should report concerns or suspicions;
- all school staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.

This policy is compatible with and meets all applicable requirements of our Local Safeguarding Children Board (LSCB). The contact details for Nottingham City Children and Families is 0115 876 4800 (email

[candfdirect@nottinghamcity.gcsx.gov.uk](mailto:candfdirect@nottinghamcity.gcsx.gov.uk)) and Nottinghamshire Multi-Agency Safeguarding Hub (MASH) 0300 500 8090 (email [mash.safeguarding@securenottscc.gcsx.gov.uk](mailto:mash.safeguarding@securenottscc.gcsx.gov.uk)).

## **Supporting Vulnerable Pupils**

Safeguarding is not just about protecting children from deliberate harm. The school works hard to create a culture of listening to and supporting children. Safeguarding also relates to aspects of school life including:

- Pupils' health and safety
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, taking into account the local context
- Understanding potential for extra-familial abuse of exploitation
- Understanding any local contextual information in regards to County Lines and criminal exploitation

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyberbullying (by text message, on social networking sites, etc.) and prejudice-based bullying
- Racist, homophobic or transphobic abuse
- Extremist behaviour
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Sexting
- Substance misuse
- Issues which may be specific to a local area or population, for example gang activity and youth violence
- Particular issues affecting children including domestic violence (DV), sexual exploitations, female genital mutilations (FGM) and forced marriage

## **Identifying Abuse**

Staff who have day to day contact with pupils are particularly well placed to observe outward signs of abuse such as changes in behaviour or developmental concerns. A safeguarding concern may come to the attention of school staff or volunteers in a variety of ways, such as pupil disclosure, third party disclosure or staff suspicion. Any suspicion, allegation or incident of abuse must be reported to a Designated Safeguarding Lead (DSL) immediately who will pass on as appropriate to Children's services. It is not the responsibility of Hollygirt School to investigate suspected or alleged abuse; this is the role of the police and Children's Services.

When dealing with safeguarding issues the DSL will also identify those who are likely to need additional support from one or more agencies. This will be done through early help, inter-agency assessment and intervention such as using the Common Assessment Framework (CAF) and Team around the Child (TAC) approaches.

Hollygirt School recognises the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and encourage a culture of listening to children and considering their wishes and feelings in any measures the school may put in place to protect them.

## **Types of Child Abuse?**

The definitions in this policy are drawn from Keeping Children Safe in Education (September 2018). Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm:

- Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- Physical abuse: a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

- Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.
- Who are the abusers? - Abusers can be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers or other pupils; in short, an abuser could be anyone.
- Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse (reference deleted).
- Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care and it is their legal duty to report directly to the police.
- Prevent Duty and Radicalisation: All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we can create safe spaces for our children to discuss their experiences and concerns. Where we are concerned about individual children there is a referral pathway which all staff will be familiar with. Initial advice and support can be obtained from the Tackling Emerging Threats to Children Team and more serious concerns will be referred to the Police Prevent Team or the MASH where there is a concern that a child is at immediate risk.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. We will therefore

ensure that we build children and young people's critical thinking skills and resilience through both our curriculum and pastoral provision. Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. There are a number of behaviours that might indicate that an individual is at risk of being radicalised or exposed to extreme views. Such behaviours may include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day to day behaviour becomes increasingly centred on 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 materials or symbols associated with an extremist case
- Attempts to introduce others to the group/cause
- Communication with others that suggest identification with a group, cause or ideology
- Using names/language ranging from insulting to derogatory for member of another group
- Increases in prejudice-related incidents committed by that person – these may include
- Physical or verbal assault
- Provocative behaviour
- Damage to property
- Derogatory name calling
- Possession of prejudice-related materials
- Prejudice related ridicule or name calling
- Inappropriate forms of address
- Refusal to co-operate
- Attempts to recruit to prejudice related organisations
- Condoning or supporting violence towards others

Our FBV provision is embedded across the curriculum and underpins the ethos of the school. Although serious incidents have not occurred at Hollygirt School to date, staff are reminded to report any concerns to the DSL. Through INSET opportunities at school we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation: are aware of the process of radicalisation and how this may be identified early on.

#### Children Missing Education

We recognise that a child going missing from education is a potential indicator of abuse or neglect. We fulfil our legal obligations by taking AM/PM registration and where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student.. When a child is absent from school without authority we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within Nottingham City/Nottinghamshire County Council for pupils who are to be removed from the admissions register where the pupil:

- Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the home elective team.

- Does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school or,
- Has been permanently excluded.

When a child leaves Hollygirt School, the designated safeguarding lead ensures their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. This is transferred separately from the main pupil file. In addition to the child protection file, the designated safeguarding lead considers 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.

## **Online Safety and Sexting**

Hollygirt School recognises that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. Our approach to online safety empowers us to protect and educate the whole school in their use of technology.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Hollygirt School recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under 18s is also illegal.

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet. This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016.

This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18



- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under 18.

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner. The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

This policy forms part of Hollygirt School's safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved. The school recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 years old) but it does not define what is indecent. However, the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately. All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images, it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in. Hollygirt School is therefore empowered to deal with the majority of these incidents without involving the police but in conjunction with the LCSB who makes the decision about how to progress on the issue.

### Banter

Hollygirt School recognises that the use of 'banter' is of growing concern amongst professionals and parents. Staff do not dismiss issues as 'banter' or 'growing up' or compare situations to their own experiences of childhood. Staff consider each issue and each individual in their own right before taking action through the normal pastoral procedures. If staff minimise the concerns raised it should result in a young person seeking no further help or advice.

## Signs of Abuse

The following may help staff be aware of possible signs of abuse but these do not necessarily mean that the child has been, or is being abused:

### Physical Abuse

- Unexplained injuries/ burns
- Untreated injuries
- Bruises/ abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

### Emotional Abuse

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

### Sexual Abuse

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

### Neglect

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

The school will instigate safeguarding procedures if a child goes missing or runs away from home. The school will follow guidance laid down in CME 2016 in regards to reporting of absence. If there are concerns of Female Genital Mutilation (FGM), grooming, Child Sexual Exploitation (CSE), Domestic Violence, forced marriage or Honour Based Violence (HBV) safeguarding procedures will also be instigated.

**Honour-based abuse** So-called 'honour-based abuse' (HBA) encompasses 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. All forms of so-called HBV are

abuse (regardless of the motivation) and should be handled and staff should speak to the Designated Safeguarding Lead.

**FGM mandatory reporting duty:** Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. The Female Genital Mutilation Act 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. It will be rare for teachers to see visual evidence, and they should not be examining children, 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.

Staff should be alert to the following indicators:

- the family comes from a community that is known to practise FGM or is less integrated within the community.
- a child may talk about a long holiday to a country where the practice is prevalent.
- a child may talk about ‘special female visitors’ who are staying with the family, especially during the ‘cutting season’.
- a child may confide that she is to have a ‘special procedure’ or to attend a special occasion.
- a child may request help, directly or indirectly, from a teacher or another adult.
- any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family.
- a girl is withdrawn from PSHE/SRE without any specific reason being given.

In brief the signs that FGM may have occurred are:

- difficulty walking, sitting or standing.
- spending longer in the bathroom.
- urinary or menstrual problems.
- prolonged absence and then noticeable behaviour changes.
- reluctance to undergo normal medical examinations.
- may confide in a professional but may not be explicit or may be embarrassed.

Where it is suspected that a girl may have undergone or is likely to undergo FGM staff must share concerns with the DSL who in turn should consult the LCSB.

Where staff suspect that FGM has occurred:

- be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly.
- you have a duty to protect, safeguard and share information.
- refer to Children’s Social Care for coordination of careful assessment (not necessarily with consent).
- there will be potential enquiries under Section 47.
- potential police enquiries.
- possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child.

Where staff know that FGM has taken place the DSL will report this direct to the police in accordance with the mandatory duty.

**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 communities use religion and culture as a way to coerce a person into marriage. Academies and colleges can play an important role in safeguarding children from forced marriage. School staff can contact the Forced Marriage Unit if they need advice or information on 020 7008 0151 or via email at [fm@fco.gov.uk](mailto:fm@fco.gov.uk). There is detailed guidance for staff which can be found at [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage).

**Domestic 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
- emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional 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.

**Child Sexual Exploitation (CSE)**: Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen in the virtual world through various social media and this can still cause significant harm. It can happen through inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited. As a school we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

If prevention is not possible we aim to identify children who are at risk of, or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

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

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

**Child Criminal Exploitation (CCE)**: CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage or the perpetrator or facilitator and/or (c) through violence or the threat of violence. 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 younger people.

Some of the following can be indicators of CCE:

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

## **Mental Health**

All staff at Hollygirt have an important role to play in supporting the mental health and wellbeing of their pupils, we aim to develop approaches tailored to the particular needs of our pupils and work with external agencies when appropriate. We promote the welfare of our pupils and prevent impairment of children's health or development, and take action to enable all children to have the best outcomes.

## Designated Safeguarding Lead (DSL)

The school has five appointed Designated Safeguarding Leads. The Lead DSL is Mr Dean. Mrs Wright, Mrs Howlett and Mrs George are deputy DSLs. Mrs Heatlie is also a deputy DSL, with responsibility for EYFS. The DSLs will:

- be responsible for ensuring that all cases of suspected or actual safeguarding concerns are investigated and managed in accordance with guidance and regulations;
- refer cases of suspected abuse or allegations to the local Children's Services department as appropriate and in accordance with LSCB procedures;
- ensure that they are aware of the latest national and local guidance and requirements and will keep the Headmistress, staff and volunteers informed as appropriate;
- receive appropriate training in safeguarding matters (including Prevent) and interagency working, to include both national and local bodies.
- ensure that the Headmistress, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part-time staff, supply staff, peripatetic staff, newly appointed staff, before/after school care staff, volunteers, catering staff, cleaning staff and caretakers.
- act as a source of advice and support within the school and co-ordinate action regarding referrals in relation to both children and allegations against staff.
- Ensure details of any referral will be passed to the Chairman of the Trustees and the Trustee responsible for safeguarding (Reverend Sally Baylis).
- Ensure an annual review of the policy takes place and that Trustees are made aware of any changes that occur throughout the year.
- The DSL responsible for Online Safety is Mr Dean who liaises with the other deputy DSLs on the issue.
- Share information with teachers and school leaders about the welfare, safeguarding and child protection so as to understand how best to support these children in school.

## Responding to Disclosures of Abuse

Children are more likely to be abused by someone they know and trust than by a stranger. Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record as far as possible in the child's own words and report; not to investigate. If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. The DSLs will liaise with local agencies in relation to handling any such cases which arise.

### Immediate Response

If a disclosure is made, the member of staff or volunteer **should**:

- allow the pace of the conversation to be dictated by the pupil;
- ask neutral questions which encourage the pupil to talk such as "can you tell me what happened?";
- accept what the pupil says and do not ask for further detail;
- acknowledge how hard it was for them to tell you;
- note carefully any clearly visible external signs of possible injury or neglect;

- reassure the pupil that they have done the right thing, explain whom you will have to tell (the DSL) and why;
- record conversation as soon as possible – in the pupil’s own words, on the ‘Notification about a Safeguarding Concern’ form and pass to the DSL. The timeframe for passing this information on is **immediately in every case**.

The member of staff or volunteer **should not**:

- burden the pupil with guilt by asking questions such as “why didn’t you tell me before?”;
- interrogate or pressure the pupil to provide information;
- ask any potentially leading questions such as those that start with the words, how, what, when, where and why;
- undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect;
- criticise the perpetrator, as this may be someone they love;
- promise confidentiality;
- make promises that they cannot keep such as “I’ll stay with you all the time” or “it will be all right now”.
- do anything which may jeopardise a police investigation.

If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers **must not** make promises about confidentiality. Staff must tell the pupil sensitively that they have a responsibility to tell the DSL so that the child can be helped to stay safe and feel better.

In every case, the staff/volunteer should consider whether the pupil is able to provide consent for the information to be shared and if so, seek to obtain that consent. If the pupil does not consent, the staff/volunteer should explain that they need to share the information with the DSL and reassure them that the information will *only be disclosed* to other people who *need to know*.

Hollygirt School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Hollygirt School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the school and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the school will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

## **Recording Information**

Staff/volunteers should:

- make brief notes at the time or immediately afterwards as far as possible in the child’s own words, which record the date, time, place and context of the disclosure or concern, and what has actually been said, not assumption or interpretation. Notes must be signed and dated;
- complete the ‘Notification about a Safeguarding Concern’ form (*See Staff Handbook*)

- clearly distinguish between fact, observation, allegation and opinion;
- record observed injuries and bruises on a body map;
- note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”);
- pass notes to the DSL immediately, who will open a chronology document;
- appreciate that their records may be used in criminal proceedings or disciplinary investigations.

## **Reporting to the DSL**

Any concerns about pupils who might be regarded as ‘in need’ must be discussed with the DSL as soon as possible and at latest by the end of the school day. The DSL and appropriate pastoral staff will provide immediate ‘in school’ support, discuss the situation with parents and signpost to the appropriate support services following a CAF procedure. Where the disclosure relates to actual abuse or the suspicion of abuse, therefore a pupil is regarded as ‘at risk’. The DSL will report the disclosure to the local Children’s Services department within 24 hours and inform parents that this will be done, unless there is good reason to believe that doing so would place the child at further risk. If there is a risk of immediate serious harm to the pupil the referral will be made **immediately** and can be made by any member of staff in line with KCSIE September 2020.

## **Referring Pupils to Children’s Services**

Hollygirt School enacts or contributes toward one of the following options if there are concerns about a child.

### **Early Help**

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.

### **Children in Need**

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

### **Child suffering or likely to suffer significant harm**

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.



The decision to make a referral which could activate a safeguarding investigation, and the issue of gaining parental consent, are serious matters and require careful judgement. These decisions should normally be taken by the Headmistress or by the DSLs who will liaise with the Headmistress as appropriate, following consultation as appropriate with the local Children's Services Department and Education. In borderline cases, advice will be sought from the Local Authority Designated Officer (LADO) or Multi-Agency Safeguarding Hub (MASH). Any member of staff must make a referral if they feel a child is at risk.

The DSL will seek guidance from the LCSB before informing parents of any issues.

Where the disclosure relates to actual abuse or the suspicion of abuse or the child has suffered or is at the risk of suffering serious harm, the DSL will report the disclosure to the local Social Services as soon as possible and follow up in writing within 24 hours.

The DSL should ask to be kept informed of the timing of the strategy discussion between Children's Services and the police, which will decide whether and how to investigate. The DSL should be prepared to contribute to the strategy discussion.

Children's Services are required to acknowledge written referrals within one working day. If school has not heard from Children's Services after three working days we will contact Children's Services again. A record of each contact with Children's Services, including the name of the officer with whom school has spoken should be kept.

All discussions will be recorded in writing and communication with the individual and parents agreed.

Any member of staff can make a direct referral to Children's Services.

## **Peer on Peer Abuse**

Abuse can be by one or more pupils against another. This may take the form of banter, sexual assault or gender-based issues. It is never tolerated or passed off as "banter", "just having a laugh" or "part of growing up". It is recognised that there is often a gender nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys' perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; In such cases both the victim and perpetrator are treated as being at risk. After a full investigation such cases may be dealt with by Anti-bullying, Cyber-bullying and ICT Code of Conduct policies. Where there is reasonable cause to suspect a child is suffering or is likely to suffer significant harm the pupil/s will be referred to appropriate local agencies.

All Hollygirt School staff recognise that children are capable of abusing their peers. Allegations will be recorded as a Safeguarding concern and passed to a DSL. All parties involved (victims, perpetrators and any other child affected by peer on peer abuse) will be supported through the school pastoral systems and parents involved.

Other forms of peer on peer abuse can take place, such as sexual violence, sexual harassment and initiation/hazing type violence and rituals. It is recognised that peer on peer abuse can take place in an intimate partner relationship.

## What is Sexual Violence and Sexual Harassment?

Full definitions and further information can be read in the Government publication 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' May 2018.

### Sexual Violence

Hollygirt School is aware of the fact children 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.

### Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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;
- 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

**Up skirting:** The Voyeurism (Offences) Act, which is commonly known as the Up-skirting Act, came into force on 12th April 2019. 'Up skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

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

The initial response to a report from a child is important. All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim is never given the impression that they are creating a problem or are ever be made to feel ashamed for making a report. If staff are in any doubt as to what to do they should speak to the Designated Safeguarding Lead.

Hollygirt School staff are trained to manage a report. Effective safeguarding practice includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it (DSLs). It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be **anyone** on the school or college staff. It is important that the person to whom the child discloses recognise that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

## **Teaching Children How to Keep Safe**

Children of all ages will be taught about safeguarding, including online safety through the curriculum, the Issues programme (Senior School), the PSHE programme (Junior School), form time and in assemblies. This follows the guidance set out in Relationship Education (for all primary pupils) and Relationship and Sex Education (for all secondary pupils) and Health Education – September 2020. The content will be age appropriate but will include the risks posed by adults to children via social media to bully, groom, abuse or radicalise as well as dealing with issues such as 'sexting'. The school recognises specific groups of pupils such as those with SEND are particularly vulnerable.

The school refers to the latest resources promoted by the DfE, these can be found at:

[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

