



BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

CHILD PROTECTION & SAFEGUARDING POLICY (INC. LOW LEVEL CONCERNS POLICY & SEXUAL HARM & HARASSMENT POLICY)

Safeguarding is everyone's responsibility

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**Out of hours contact details will be made available to staff*

***Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies and LA safeguarding boards/hubs*



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Safeguarding Statement

Bishop Heber High School recognises our moral and statutory responsibility to safeguard and promote the welfare of all students and expects all staff, governors, and volunteers to share this commitment. We recognise that all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation or SEND have an equal right to protection from all types of harm or abuse. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. We listen to our students and take seriously what they tell us, students are aware of the adults they can talk to if they have a concern. When there are concerns for a child's welfare, we may need to share information and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that by doing so would be contrary to the child's welfare. This Child Protection and Safeguarding policy underpins and guides our safeguarding procedures and protocols.

Bishop Heber High School:

- Actively promotes a culture of respect, where diversity is celebrated
- Seeks to be a place where students feel that they can share their difficulties with a chosen member of staff
- Has a culture of zero tolerance to peer-on-peer abuse including sexual abuse, assault and harassment
- Has a number of trained Mental Health Champions who are identifiable and accessible to all students
- Fosters an ethos where students feel secure, are encouraged to talk and are listened to
- Promotes opportunities in PSHCE, and other curriculum areas, which equip students with the knowledge, skills and understanding that they need to stay safe from harm (on and offline)
- Ensures that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies

"Schools, colleges and other educational providers have a pivotal role to play in safeguarding children and promoting their welfare."

Working Together to Safeguard Children 2018

"A good child protection system should be concerned with a child's journey through the system from needing to receiving help, keeping a clear focus on children's best interests throughout."

*Page 12 Munro Review of Child Protection Report; the child's journey –
Professor Eileen Munro February 2012 Children's Commissioner for England June 2010*

"It's all about relationships. We are talking about dealing with people with problems, with painful stuff. You have to know someone to trust them. They must be reliable and be there for you if you are going to be able to talk about the things you don't want to. The things that scare you."

Parent and family perspective on safeguarding relation with Children's Service; the Children's Commissioner for

"Schools have a duty to ensure that their functions in relation to the conduct of the school are exercised with a view to safeguarding and promoting welfare of the children who are its students."

Education Act 2002 Section 175

"Children become the victims or beneficiaries of adult actions"

Hugh Cunningham 2006



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Terminology

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- 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.
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

(Working Together to Safeguard Children)

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

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

Child/student includes everyone under the age of 18 or 25 if a care leaver.

Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, adoptive parents and LA corporate parents.

Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- [Keeping Children Safe in Education 2024;](#)
- [Working Together to Safeguard Children](#)
- [The Statutory Framework for the Early Years Foundation Stage](#)
- [Education Act 2002 Section 175 \(maintained schools only\)](#)
- [Education Act 2002 Section 157 \(Independent schools incl Academies and CTC's\)](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2003](#)
- [The Safeguarding Vulnerable Groups Act 2006](#)
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#)



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- [Information Sharing 2018](#)
- [What to do if you're worried a child is being abused](#)
- [Filtering and monitoring standards in schools and colleges \(DfE\)](#)

Policy Principles, Aims and Values

The welfare of the child is paramount:

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff¹, volunteers and governors, all have a duty to protect our students from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child.
- Students and staff involved in child protection issues will receive appropriate support and supervision.

This policy aims to:

- Raise the awareness of all staff of the need to safeguard children.
- Provide all staff with guidance on the procedures they should adopt in the event that they suspect a child/young person may be experiencing, or be at risk of experiencing, harm. Including (by DSL/DDSL) consideration to the use of appropriate assessments, resources and agency support.
- Provide an environment in which children and young people feel safe, secure, valued, and respected, and that they will be listened to should they make a disclosure.
- Raise awareness that abuse can be both familial and/or contextual; and abusers can be both adult/s to child/ren or child/ren to child/ren.
- Demonstrate the school's commitment regarding safeguarding and child protection to students, parents and other partners.
- Provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for high levels of communication between staff and the designated safeguarding leads internally and with external agencies and partners, including our contribution to assessments, referrals, and support plans.
- To develop and promote effective working relationships with other partnership agencies, particularly Children's Social Care, Police and Health.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc. and governors.



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- Support the child's development in ways that will foster security, confidence, and independence.
- Ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a single central record is kept for audit.
- Provide clarity and expectations on professional behaviours and code of conduct including lone working requirements.

Supporting and Protecting Children:

- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated and could experience barriers to making a disclosure. We understand that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn as well as exhibiting signs of mental health problems. We understand the impact on a child's mental health, behaviour, and education from familial and/or contextual abuse. School may not only provide stability in the lives of children who have been abused or who are at risk of harm, but it plays a significant part in the prevention of harm to our children.

Our school will support all children by:

- encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying (incl. cyber bullying).
- promoting a caring, safe, and positive environment within the school and providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- responding sympathetically to any requests for time out to deal with distress and anxiety.
- offering details of helplines, counselling, or other avenues of external support.
- liaising and working together with all other settings, support services and those agencies involved in the safeguarding of children.
- notifying Children's Social Care as soon as there is a significant concern.
- ensuring appropriate information is shared confidentially at key transition points in a child's journey to ensure continuous support (incl. school medical records).
- children are taught to understand and manage risk through our Personal, Social, Health, Citizenship and Economic (PSHCE) education and Relationship and Sex Education (RSE) and through all aspects of school life. This includes online safety.
- by accessing and utilising the necessary resources, guidance and toolkits to support the identification of children requiring mental health support, support services and assessments.
- reassuring victims that they are being taken seriously and that they will be supported and kept safe.

The school community will protect children by:

- working to establish and maintain an ethos where children feel secure, are encouraged to talk, and are always listened to.

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012



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- ensuring that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
- including regular consultation with children, parents, and staff, gathering their voice.
- including safeguarding across the curriculum to equip children with the skills they need to stay safe from harm and to know to whom they should turn for help; in particular this will include anti-bullying work, information about child on child abuse (sexual harassment and sexual violence, consent), online-safety, road safety, provide focussed activities to prepare key year groups for transition to new settings and/or key stages e.g. more personal safety/independent travel; and
- ensuring all staff, students and parents are aware of school guidance for their use of mobile technology and the safeguarding issues around the use of mobile technologies, including the use of social media and their associated risks.

Safe environment

The school is committed to creating and maintaining a safe learning environment for children and young people, identifying where there are child welfare concerns and taking action to address them in partnership with families and other agencies. This policy reflects the policies of Cheshire West's Safeguarding Children Partnership, [Cheshire West SCP](#) and is in line with [Working Together to Safeguard Children](#) and [Keeping Children Safe in Education](#).

The school will also contribute through the curriculum by developing children's understanding, awareness and promoting their resilience by providing a safe environment within schools.



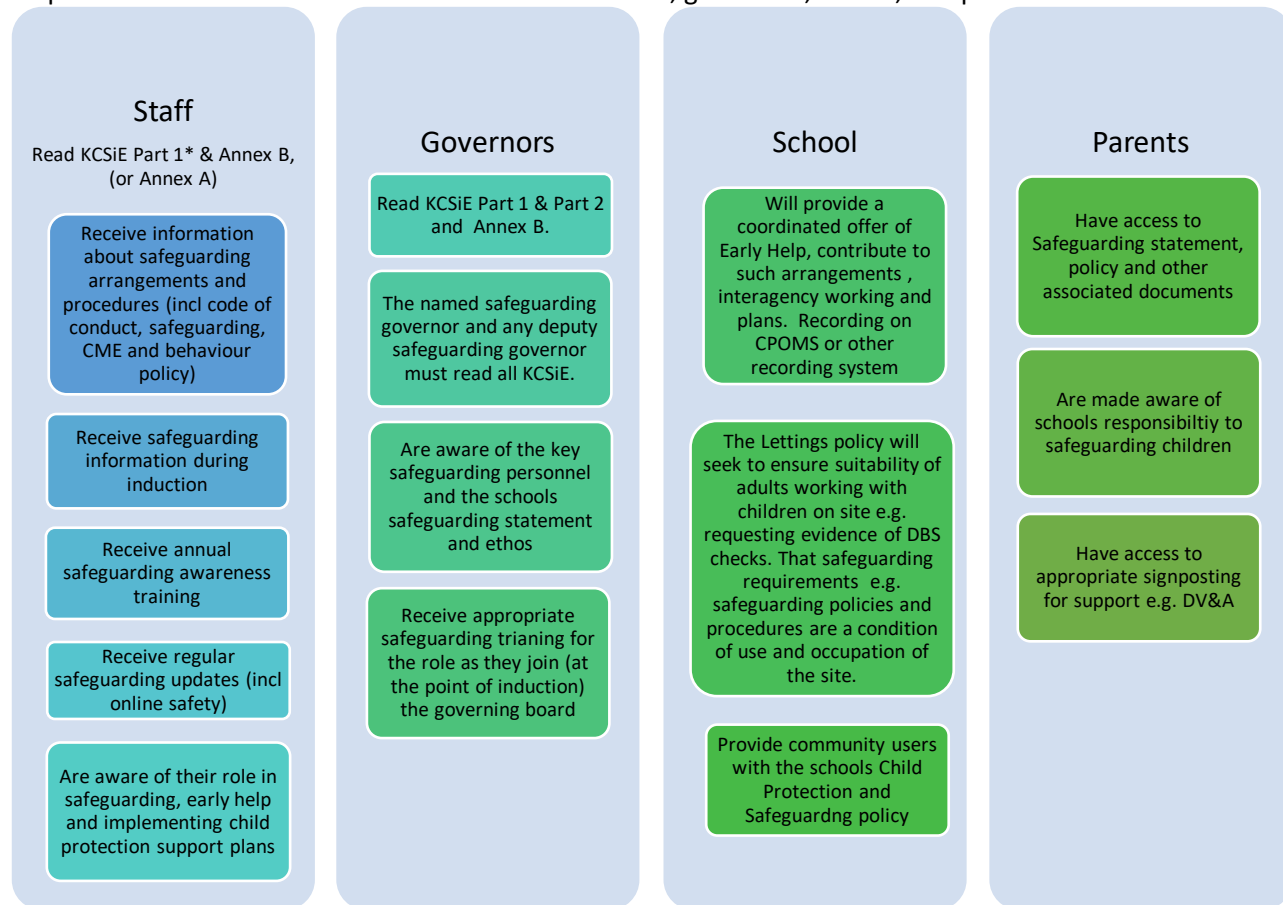
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To provide a safe environment we will ensure that staff, governors, school, and parents:



Roles and Responsibilities

We will follow the statutory guidance as set out in the latest Keeping Children Safe in Education (and associated documents and guidance), adhering to the roles, responsibilities and expectations identified for:

- Governing bodies, proprietors and management committees.
- The Headteacher
- The Designated Safeguarding Lead (DSL).
- The Deputy Designated Safeguarding Lead/s (DDSL/S)
- Staff

[Keeping Children Safe in Education](#)



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Governing bodies, proprietors, and management committees:

All members of The Governing Body understand and fulfil their responsibilities, namely, to ensure that there is a Child Protection and Safeguarding policy together with a Staff Behaviour policy (Code of Conduct).

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

Roles and responsibilities will include:

- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with the Local Authority and statutory requirements, are reviewed annually and that the Child Protection and Safeguarding policy is publicly available on the school website or by other means.
- Ensures that all staff including temporary staff and volunteers are provided with the school's Child Protection and Safeguarding policy and staff Code of Conduct.
- All staff have read Keeping Children Safe in Education Part 1* and Annex B and those mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. (* or Annex A if not working directly with children)
- The school operates a safer recruitment procedure that includes statutory checks on staff, disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- The school has procedures for dealing with allegations of abuse against staff (including the Headteacher), supply staff, volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- A member of the Governing Body/Board, usually the Chair, is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body/Board who will take lead responsibility.
- On appointment, the DSL and deputy(ies) undertake appropriate Level 3 identified training offered by the Cheshire West Safeguarding Children Partnership every two years.
- All other staff undertake safeguarding training every 3 years and an update at least annually.
- At least one member of the governing body has completed safer recruitment training.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues to meet their needs, including children who have recognised vulnerabilities.



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- Appropriate safeguarding responses are in place for children who go missing (are absent) from education.
- Appropriate online filtering and monitoring systems are in place.
- Enhanced DBS checks at the appropriate level are in place for all Governors.
- Any weaknesses in Child Protection are remedied immediately.

The Headteacher:

The Headteacher will support the governing body, designated safeguarding lead, deputies, staff and volunteers to fulfil their roles and responsibilities.

Roles and responsibilities will include:

- Ensuring the Child Protection and Safeguarding policy and procedures are implemented and followed by all staff.
- Enabling sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively,
- Supporting and promoting an open and positive safeguarding culture and ethos in school so that child/ren's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensuring systems are in place for children to express their views and give feedback.
- Following the whistleblowing policy and procedures if an allegation is made against a member of staff, supply staff or volunteer staff, including liaising with the Local Authority Designated Officer (LADO) and referring anyone who has harmed or may pose a risk to a child to the Disclosure and Barring Service.
- That students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

The Designated Safeguarding Lead (DSL):

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. (They must be a member of SLT).

Roles and responsibilities will include:

- Availability – being available during school hours.
- Manage referrals – to e.g. Childrens Social Care, Channel programme, Disclosure and Barring service, the Police.
- Working with others – e.g., a point of contact with safeguarding partners, a source of support and advice for staff, to promote supportive engagement with parents and/or carers and the SLT/Governing body.
- Information sharing and managing the child protection/safeguarding files.
- Raising Safeguarding and Child Protection Awareness.
- Updating training, knowledge and skills required to carry out the role of DSL e.g., additional training such as neglect, exploitation etc.
- Providing support to staff.
- Holding and sharing information.



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- Overseeing and acting upon filtering and monitoring reports and checks to these systems.

The Deputy Designated Safeguarding Lead/s (DDSL):

Is/ are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Staff:

Roles and responsibilities will include:

- maintaining an attitude of 'it could happen here' where safeguarding is concerned.
- identifying concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.
- to provide a safe environment in which children can learn.
- knowing what to do if a child tells them they are being abused, exploited, or neglected.
- being able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- recognising the barriers for children when wanting to make a disclosure (verbal or non-verbal).
- identifying children who may benefit from early help, (providing support as soon as a problem emerges) and the part they play in these support plans.
- raising any concerns for a child following the school's safeguarding policies and procedures.
- being aware of local authority referral processes and supporting social workers and other agencies following any referral.
- adhering to Teachers' Standards 2012 - that teacher (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Being aware of systems within school which support safeguarding e.g., safeguarding policy, behaviour policy, code of conduct, CME, online filtering, and monitoring.
- Attending regular safeguarding and child protection training.
- Recognising that children missing or absent from education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.



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Confidentiality

- Our school recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm, the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018³ is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.
- We will always undertake to share our intention to refer a child to I-ART with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.
- In line with KCSiE, all children's safeguarding files will be kept confidential and stored securely. Safeguarding files will be kept on CPOMs.

Recognising and Responding to Safeguarding Concerns

Recognising:

Any child, in any family, in any school, could become a victim of abuse. Staff should always maintain an attitude of **"It could happen here"**. We also recognise that abuse, neglect, and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

- Abuse and neglect are forms 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 the 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.

³ The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.



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- Abuse and neglect may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation, criminal exploitation, serious youth violence and/or radicalisation.
- Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via child-on-child abuse.

Further information about the four categories of abuse; physical, emotional, sexual and neglect, (familial and contextual) and indicators that a child may be being abused can be found in appendices 1 - 17 and in Keeping Children Safe in Education Part 1/Annex A/Annex B. There are also a number of specific safeguarding concerns that we recognise our students may experience.

• child missing or absent from education. • child missing from home or care. • child sexual exploitation (CSE), child criminal exploitation (CCE) • bullying including cyberbullying • domestic abuse • drugs • fabricated or induced illness • faith abuse • female genital mutilation (FGM) • forced marriage. • gangs and youth violence	• gender-based violence/violence against women and girls (VAWG) • mental health difficulties • private fostering • radicalisation • youth produced sexual imagery (sexting) • teenage relationship abuse • trafficking • child on child abuse • up skirting • serious violence • sexual harassment
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- There will be occasions when staff may suspect that a student may be at risk but have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- We recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the student if they are OK or if they can help in any way.

Further information on the different types of safeguarding concerns and schools' response can be found in the Appendices section – appendices 1 to 17:



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Responding:

- Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing, see FLOW CHART A. Records should include:
 - a clear and comprehensive summary of the concern.
 - details of how the concern was followed up and resolved.
 - a note of any action taken, decisions reached and the outcome.
- If the student does begin to reveal that they are being harmed, staff should follow the advice in FLOW CHART A and in the table below 'student making a disclosure'.
- All concerns however small must be recorded and shared with the DSL as this information could provide the 'missing' piece of the bigger picture of the lived experience for the child.



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FLOW CHART A

1. Offer reassurance, listen and take seriously what is being said. Never promise to keep secrets or be persuaded by the child, young person or their family not to take action.



2. Recognise that it is not your job to investigate, verify what is being said or examine the individual disclosing; this is the statutory responsibility of the child protection services and/or the Police. However, it is important to ascertain relevant information.



3. Explain the process to the individual; that you will need to pass this information on, to whom, the reasons why and possible actions.



4. Any concerns will be recorded, including the child's voice, body map (if necessary) and other relevant information in line with our schools recording procedure. Concerns may also be shared with the DSL/DDSL verbally, these conversations will also be recorded in writing

If a student discloses to a member of staff

- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty, or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes, they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the student staff will:

- listen to what the child has to say and allow them to speak freely.
- remain calm and not overreact or act shocked or disgusted – the student may stop talking if they feel they are upsetting the listener.
- reassure the child that it is not their fault and that they have done the right thing in telling someone.
- not be afraid of silences – staff must remember how difficult it is for the student and allow them time to talk.
- take what the child is disclosing seriously.



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- ask open questions and avoid asking leading questions.
- avoid jumping to conclusions, speculation or make accusations.
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.
- tell the child what will happen next, that they cannot keep secrets and that information will be shared to ensure the right level of support is given.

Notifying Parents

- The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and normally the DSL/DDSL will make contact with the parent in the event of a concern, suspicion or disclosure of abuse that the child has been harmed in some way.
- However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, I-ART will be contacted first e.g., familial sexual abuse.
- Where there are concerns about FGM, forced marriage or so-called honour-based abuse, parents should not be informed a referral is being made, as to do so may place the child at a significantly increased risk.

Making a referral

- Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to I-ART or other support is appropriate in accordance with the SCP Continuum of Need.
- If school are uncertain about whether a concern raised should be referred to I-ART, a consultation will be sought with the Local Authority SCIE team to seek further support and guidance. If there is a TAF in place, the school will consult the TAF advisor.
- If a referral is needed, the DSL should make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can, and should, consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child's situation does not appear to be improving, the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves (using the escalation and resolution policy).
- If a child is in immediate danger or is at risk of harm a referral should be made to I-ART and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.



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Supporting our Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

Early Intervention and Prevention within Safeguarding

All school staff need to be aware of their responsibility to raise any concerns they have about a child as early as possible in order to prevent the situation worsening. This may present as a change in a child's behaviour, appearance or from a conversation with the family about home conditions, financial difficulties, speech and language, toileting issues etc. Where this concern does not identify a safeguarding issue but could lead to more serious concerns if left, staff need to follow the procedures set out in the **Team around the Family (TAF)** guidance to fulfil their duties at Universal Plus and Partnership Plus on the **Continuum of Need**. This may involve signposting to or involving more appropriate agencies for support and may involve the school acting as Lead Person on a child's TAF. In the event of complex needs, a referral to Integrated access and referral team (**I-ART**) for support from the Early Help and Prevention service should be made.

Children who are particularly vulnerable

Bishop Heber High School recognises that some children are more vulnerable to abuse, neglect and contextual safeguarding concerns and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment, or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs, or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory education, health and care plan).



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- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect and/or exploitation.
- is at risk of being radicalised or exploited.
- is a privately fostered child.
- has an imprisoned parent.
- is experiencing mental health, wellbeing difficulties.
- is persistently absent from education (including persistently absent for part of the school day).
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
- is at risk of 'honour' based abuse such as FGM or Forced Marriage

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

Whistleblowing in relation to the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff. (N.B. - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk)



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Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction⁴. In line with KCSiE part 4 guidelines:

1. All employees and volunteers must record in writing, any concerns they have about the practice or behaviour of a member of staff and share it with the Headteacher (or equivalent senior member of staff).



2. The Headteacher will make an assessment to determine if the matter is a 'low level concern' or an 'allegation' (this means that the concern may meet the harm threshold).



3. The Local Authority Designated Officer (LADO) will be contacted for all 'allegations' and the relevant guidance will be followed. If the Headteacher needs advice or guidance they should contact the LADO. If the allegation is against the Headteacher, the person receiving the allegation will contact the LADO or Chair of Governors directly.



4. Where concerns are considered to be 'low level' by the Headteacher, they should be managed in-line with part 4 of KCSiE and the wider school policies and procedures. The Designated Safeguarding Lead may be involved in this process.



5. If the concern relates to the Headteacher, the person receiving the information will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the Headteacher first. [NB where the Headteacher is also the sole proprietor of an independent school the concerns should be reported directly to the LADO].



6. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice from the LADO.

⁴ Refer to "Guidance for Safe Working Practice"



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Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and an HR Consultant in making this decision.

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

Bishop Heber High School will ensure that students are aware of how they can raise a concern should they be worried about a member of staff's conduct, for example by talking to a trusted adult.

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

Confidentiality, Sharing Information and GDPR

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

Staff should be proactive in sharing as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

Staff should only discuss concerns with the DSL, Headteacher/principal, or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education emphasises that any member of staff can contact children's social care if they are concerned about a child.



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Child protection information will be stored and handled in line with the Data Protection Act 2018⁵, the [HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018](#) and [DfE Data Protection in Schools](#). The school will consider where appropriate information sharing prior to the child's formal transfer to their new setting, this could also include key staff from their new setting to be invited to meetings e.g. Child Protection, Core Group or Team Around a Family (with consent of parents and professionals).

At the point a child formally transfers to their new setting, their safeguarding file will be transferred securely in line with GDPR expectations as soon as possible, but within 5 working days.

Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Bishop Heber High School will ensure that images of children used within publications, publicity and on the website has written parental consent prior to any images being taken and used. This consent will be obtained in line with school's annual data collection process.

Photographing Children

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. We acknowledge, however, that some people abuse children through taking, using or circulating images.

Staff and Volunteers

- Parental consent will be sought when students join the school and permissions noted.
- Staff and volunteers must seek the authorisation of the Head Teacher prior to taking photographs/videos of children and must only use school equipment unless given specific authorisation by the Headteacher.

⁵ The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR).
[Data Protection in Schools Gov.UK DfE Feb 2023](#)



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- The use of cameras on mobile phones or the downloading of images onto any internet site is forbidden
- Only the student's first name will be used with an image
- It will be ensured that students are appropriately dressed before images are taken
- Students are encouraged to tell us if they are worried or unsure about any photographs that are taken of them.

The Guidance for Safer working Practices for Adults who work with Children and Young People provides detailed guidance on the taking of photographs and storage of images.

Parents or Members of the Public

We understand that parents like to take photos of or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this (e.g. the use of a flash when taking photos could distract or dazzle the child, causing an accident), we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow other people, including staff, to photograph or film students during a school activity without parental permission. This includes the use of cameras on mobile phones or any other device.

We will not allow images of students to be used on school websites, publicity, or press releases, including social networking sites, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

The school cannot, however, be held accountable for the use of photographs or video footage taken by parents or members of the public at school functions where parental permission has been given.

Complaints and Compliments

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, using sarcasm or humiliation as a form of control, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff e.g. the Headteacher and Governors. An explanation of the complaints procedure which can be found on the [School website](#).

Complaints from staff are dealt with under the school's Complaints, Disciplinary and Grievance procedures.



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Additional information for parents

Contact arrangements and Parental responsibility

We recognise that a relationship breakdown can be very distressing for all involved, however, any contact arrangements must be agreed outside of school and school should not be put in a position where they are placed in the middle of contact disputes. We aim to make the school environment a calm and safe place for your children, as well as the whole school community, and would be unable to do this if we are placed at the centre of disputes. School is also unable to prevent anyone with parental responsibility (PR) from picking up a child from school unless there is a court order in place stating that the person with PR is not allowed to do so, although the school will attempt to seek permission from the primary carer before releasing the child.

Policy Links

This policy also links to our policies on:

- | | |
|--|--|
| <ul style="list-style-type: none">• <u>Behaviour and Discipline Policy (inc drugs and Anti-Bullying)</u>• <u>Code of Conduct for School Employees Policy inc whistleblowing procedure</u>• <u>Children Missing Education Guidance and Procedures</u>• <u>Single Equality Scheme</u>• <u>Data Security and E-Safety</u> | <ul style="list-style-type: none">• <u>Supporting Students with Medical Conditions Policy</u>• <u>Health and Safety Policy</u>• <u>Attendance Policy</u>• <u>Relationships and Sex Education (RSE) Policy</u>• <u>Learning and Teaching Policy</u>• <u>Education of looked after LAC and Previously looked after children PLAC Policy</u> |
|--|--|



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Appendix 1: Categories of Abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-needing behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression and/or anxiousness
- Age-inappropriate sexual behaviour
- Child Sexual Exploitation
- Criminality
- Substance abuse
- Mental health problems
- Poor attendance
- Unexplainable and/or persistent absences from education

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent(s)/carers



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- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting



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- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse. Mongolian Blue Spot: Bruising in non-mobile children is rare and may indicate abuse or neglect. Birth marks, especially Mongolian Blue Spots, can mimic bruising. Mongolian Blue Spot can be identified (see below), however if in any doubt as to the cause of the bruise refer to local authority guidance and consultation.
- Areas of skin hyperpigmentation – flat, not raised, swollen or inflamed
- Not painful to touch
- Usually present at birth/ develop soon afterwards
- Will not change in shape or colour within a few days
- Normally uniform blue/ grey in colour across the mark
- Common in African, Middle Eastern, Mediterranean and Asian children
- While most occur at the lower back and buttocks, they can appear anywhere (e.g. back of shoulder or limb). Scalp/ face rarely affected
- Can be single/ multiple, vary in size, but mostly few centimetres diameter
- Gradually fade over many year

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.



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Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.



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Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods



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Appendix 2: Anti-Bullying and Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

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

The subject of bullying is addressed at regular intervals in PHSE education. Further details can be found in the Behaviour and Discipline Policy (inc drugs and Anti-Bullying) and Relationships and Sex Education (RSE) Policy

Appendix 3: Bullying, prejudice and racist incidents

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and provide them to Ofsted on request. Further details can be found in the Behaviour and Discipline Policy (inc drugs and Anti-Bullying)

Appendix 4: Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.



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Bishop Heber High School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism⁶.

Bishop Heber High School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in the Appendix section.

Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)⁷.

The school governors, the Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures e.g. a referral to Channel. If the matter is urgent, then the Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Indicators Of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

⁶ [The Prevent duty](#)

⁷ [Promoting Fundamental British Values](#)



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3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / student is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student / student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student / student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student / student may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- Special Educational Need – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.



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- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Prevent duty ensures schools and colleges have 'due regard' to the need to prevent people from being drawn into terrorism.

Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being vulnerable to radicalisation. Prevent referrals may be passed to the multi-agency Channel panel to determine whether individuals require support.

[The Prevent Duty can be accessed via this link.](#) (School specific para's 57-76)

[Summary of The Prevent Duty for Schools and Childcare Providers \(June 2015\)](#)

[The Prevent Duty, for Further Education Institutions](#)

Guidance on Channel <https://www.gov.uk/government/publications/channel-guidance>

Further information can be obtained from the Home Office website.



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Appendix 5: Domestic Abuse (including Operation Encompass)

The behaviour of a person ("A") towards another person ("B") is "domestic abuse" if:

A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive.

The behaviour is "abusive" if it consists of any of the following—

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse;
- (e) psychological, emotional or other abuse;

and it does not matter whether the behaviour consists of a single incident or a course of conduct.

("Economic abuse" means any behaviour that has a substantial adverse effect on B's ability to—

- (a) acquire, use or maintain money or other property, or
- (b) obtain goods or services.)

For the purposes of the domestic abuse Act 2021 A's behaviour may be behaviour "towards" B despite the fact that it consists of conduct directed at another person (for example, B's child).

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological, financial (economic) or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

How does it affect children?

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).



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All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result. Children who witness domestic abuse are at risk of significant harm.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

Operation Encompass

Operation Encompass helps police and schools work together to provide emotional and practical help for children. Police will inform the 'key adult' within school if they have been called to an incident of domestic abuse, where there are children in the household before registration the next day.

All Key adults have undertaken appropriate training [Online Key Adult Training : Operation Encompass](#) The Key adults in our school are Ursula Mort (DSL) and Sarah Vaughan.



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Appendix 6: Exploitation (including Child Sex Exploitation, Child Criminal Exploitation & County Lines)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance could be due to age, gender, sexual identity, cognitive ability, physical strength, status, and /or access to economic or other resources. The abuse could be linked to an exchange for something the victim perceives that they need or want and/or will be to the financial benefit or other advantage (such as increase status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and adults or children (who themselves may be experiencing exploitation). The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when the activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. The experience of girls who are criminally exploited can be very different from boys, the indicators may not be the same and both boys and girls that are being criminally exploited may be at higher risk of sexual exploitation.

Any concerns that a child is being or is at risk of being sexually or criminally exploited should be passed without delay to the DSL. We aware there is a clear link between regular school absence/truanting, CSE and CCE. Staff should consider a child to be at potential CSE/CCE risk in the case of regular school absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use the Cheshire Contextual Safeguarding Assessment tool on all occasions when there is a concern that a child is being or is at risk of being sexually or criminally exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually or criminally exploited. These assessments will indicate to the DSL the potential level of risk and a referral to I-ART will be made for discussion at the Contextual Safeguarding Hub. If the DSL is in any doubt, they will contact the SCiE team.

School is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

School includes the risks of sexual and criminal exploitation in the PHSE and RSE curriculum. Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE/CCE, including online, and knowing how and where to get help.



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The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual or criminal exploitation.

Signs include:

- going missing from home or school
- regular school absence/truanting
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.



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Child Criminal Exploitation can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

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

Exploitation is an integral part of the county lines offending model, with children and vulnerable adults being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate and abuse individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines.

CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17-year-olds who can legally consent to have sex.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

For further information on signs of a child's involvement in sexual exploitation: [Child sexual exploitation: guide for practitioners.](#)

For further information on County Lines: [Criminal exploitation of children and vulnerable adults: county lines guidance](#)



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Appendix 7: Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act¹ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier



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Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police⁸.

The duty applies to all persons in our School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her, or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18, and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

School staff are trained to be aware of risk indicators of FGM identified in this section of the Appendix. Concerns about FGM outside of the mandatory reporting duty should be reported as per our school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

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

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

⁸ [FGM procedural information](#)



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Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour changes on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage (outlined below) there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and make a referral to I-ART.

Appendix 8: Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

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

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with I-ART.



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Appendix 9: So-called Honour-based Abuse

So-called Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage.
- want to get out of a forced marriage.
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

Appendix 10: One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a student who is a potential victim and have just one chance to save a life.

School is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

Appendix 11: Mental Health

Staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Whilst school recognise that only appropriately trained professionals can diagnose mental health problems; staff are able to make day to day observations of children and identify such behaviour that may suggest they are experiencing a mental health problem or be at risk of developing one.

How traumatic Adverse Childhood Experiences and experiences of abuse and neglect can impact on a child's mental health, behaviour and education through to adolescence and adulthood will be covered in safeguarding awareness training and updates.



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If staff have a concern about a child's mental health that is also a safeguarding concern, they will share this with the DSL or deputy. School will also refer to the mental health and behaviour in schools' guidance⁹.

When supporting children experiencing mental health difficulties school will explore resources such as:

[Senior Mental Health Lead Training](#)

[Promoting children and young people's mental health and wellbeing](#)

[Rise Above: Resources for School from Public Health England #esafety](#)

[Every Interaction Matters Webinar](#)

[Wellbeing for Education Recovery](#)

[Preventing and Tackling Bullying](#)

[Promoting and supporting mental health and wellbeing in schools and colleges](#)

Appendix 12: Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

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

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

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify I-ART of the circumstances.

Appendix 13: Looked After (LAC) and Previously Looked After Children (PLAC)

The most common reason for children becoming looked after is as a result of abuse and neglect. Our school will ensure that staff have the necessary skills and understanding to keep looked after/previously looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

⁹ [Mental health and behaviour in schools: guidance](#)



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The Designated Teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's virtual school head for children in care. The Designated Teacher for looked after children works with the virtual school head to discuss how Student Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan. The Designated Teacher will follow the statutory guidance 'Promoting the education of Looked After Children'.

Further details can be found in the [Education of looked after LAC and Previously looked after children PLAC Policy](#)

Appendix 14: Children Missing Education

Attendance, absence and exclusions are closely monitored. The school will hold more than one emergency contact number for students and students where reasonably possible. A child going missing or absent from education is a potential indicator of abuse and neglect, including sexual abuse and sexual or criminal exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'¹⁰.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Further details can be found in the [Children Missing Education Guidance and Procedures](#) and the [Attendance Policy](#)

Appendix 15: Child on Child Abuse (including Sexual Violence, Sexual Harassment and HSB)

The DSL, Governing Body/Board and Head Teacher will take due regard to Part 5, KCSiE.

In most instances, the conduct of students towards each other will be covered by our [Behaviour and Discipline Policy](#). However, some allegations may be of such a serious nature that they may raise safeguarding concerns. School recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'.

The forms of child-on-child abuse are outlined below:

¹⁰ [CME Statutory Guidance for Local Authorities](#)



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- domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- child sexual exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- harmful sexual behaviour – children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others
- upskirting – which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- serious youth violence¹¹ – any offence of most serious violence or weapon enabled crime, where the victim is aged 0-19’ i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. ‘Youth violence’ is defined in the same way, but also includes assault with injury offences. All staff will receive training so that they are aware of indicators which may signal that children are at risk from or involved with serious violence and crime.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and
- consensual and non-consensual sharing of nudes and semi nudes’ images and or videos (also known as sexting or youth produced sexual imagery).

The term child-on-child abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with child-on-child abuse (i.e. girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence).

School aims to reduce the likelihood of child-on-child abuse through:

- the established ethos of respect, friendship, courtesy and kindness.
- high expectations of behaviour.
- clear consequences for unacceptable behaviour.
- providing a developmentally appropriate PSHE curriculum which develops students’ understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe.

¹¹ [Preventing youth violence and gang involvement](#)



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- systems for any student to raise concerns with staff, knowing that they will be listened to, valued and believed.
- robust risk assessments and providing targeted work for students identified as being a potential risk to other students and those identified as being at risk.

Research indicates that young people rarely disclose child-on-child abuse and that if they do, it is likely to be to their friends. Therefore, School will also educate students in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of child-on-child abuse in any form should be referred to the DSL using the school's child protection procedures as set out in this policy. Where a concern regarding child-on-child abuse has been disclosed to the DSL(s), advice and guidance will be sought from the SCiE team and appropriate referrals made, and where it is clear a crime has been committed or there is a risk of crime being committed, the Police will be contacted.

Working with external agencies, the school will respond to the unacceptable behaviour. If a student's behaviour negatively impacts on the safety and welfare of other students, then safeguards will be put in place to promote the well-being of the students affected and the victim and perpetrator will be provided with support.

Sexual Harassment, Sexual Violence and Harmful Sexual Behaviour

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Staff should be vigilant to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- upskirting



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Developmental Sexual Activity

Encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour

Can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration.

The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society’s standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence



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Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Cheshire West SCP Child-on child Abuse Guidance and Model policy Framework.

Appendix 16: Online Safety

Our students increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram, Snapchat and ooVoo.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

Bishop Heber High School has an Data Security and E-Safety which explains how we try to keep students safe in school and how we respond to online safety incidents (See flowchart, on page 40).

School will also provide advice to parents when students are being asked to learn online at home and consider how best to safeguard both students and staff.

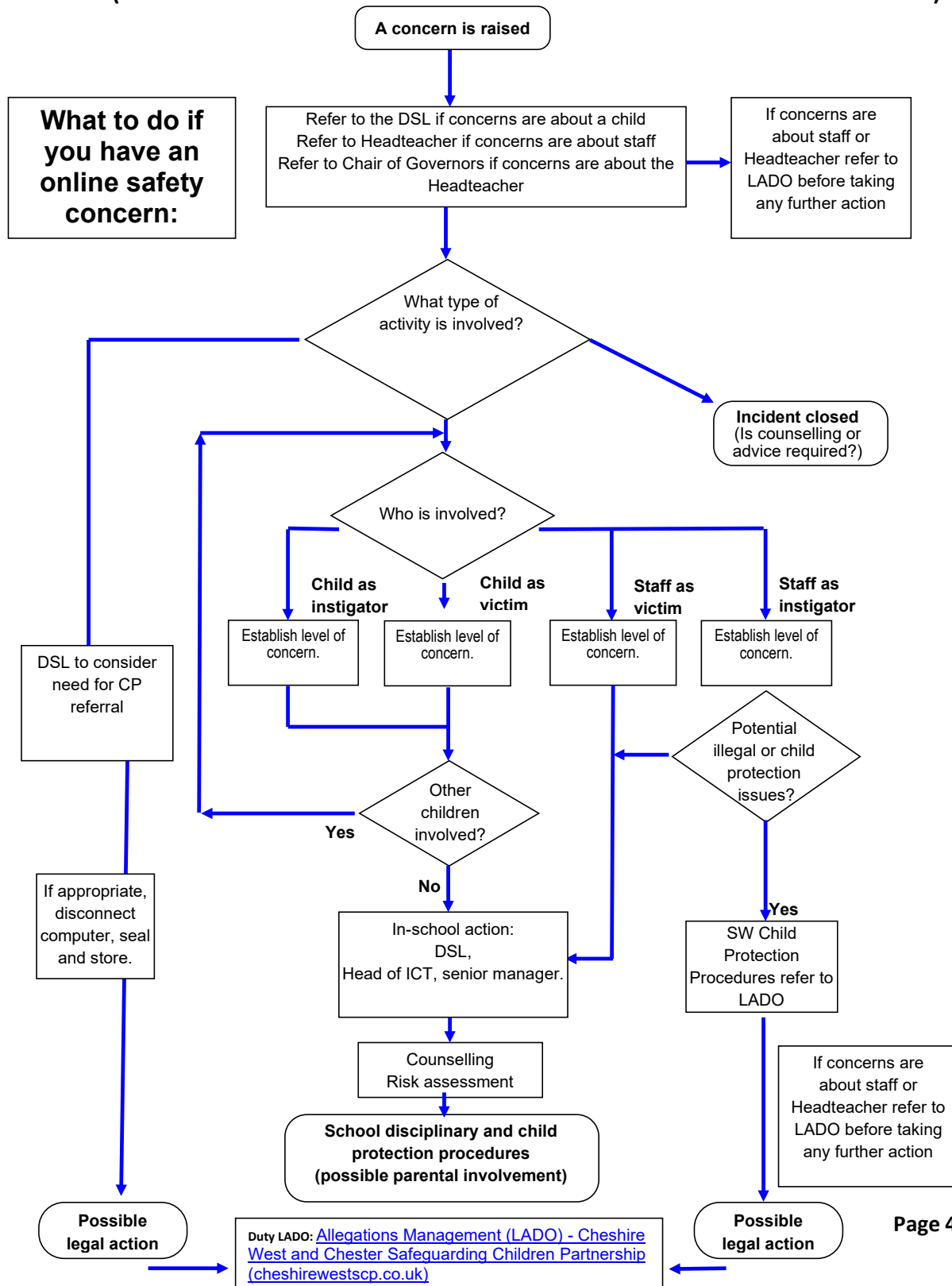
Students are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.



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Appendix 17: Youth Produced Sexual Imagery (sexting / nudes)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

- 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 the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'¹², and 'Sharing nudes and semi-nudes: how to respond to an incident.'¹³

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to I-ART and/or the Police as appropriate.

Immediate referral at the initial review stage should be made to the I-ART/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).

¹² [Sexting in schools and colleges](#)

¹³ [Sharing nudes and semi-nudes: how to respond to an incident \(UCKIS\)](#)



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- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Headteacher, to respond to the incident without escalation to I-ART or the police. Such decisions will be recorded.

In applying judgement, the DSL will consider if:

- there is a significant age difference between the sender/receiver.
- there is any coercion or encouragement beyond the sender/receiver.
- the imagery was shared and received with the knowledge of the child in the imagery.
- the child is more vulnerable than usual i.e. at risk.
- there is a significant impact on the children involved.
- the image is of a severe or extreme nature.
- the child involved understands consent.
- the situation is isolated or if the image been more widely distributed.
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances.
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or I-ART. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedure.



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Appendix 18: Additional Resources

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Provision for transgender students: [Guidance for maintained schools and academies in England on provision for transgender students November 2022](#)



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Appendix 19

Safeguarding Our Children – Key Points

All adults responsible for or in contact with students should know what to do if they suspect that someone is being physically, emotionally, sexually abused or neglected, or if someone tells them that this is happening. Ensure that you are familiar with the Child Protection and Safeguarding Policy; copies of which are located on the school website. On request you will be provided with a printed copy.

In addition, the following key points provide guidance on what to do and not to do:

1. **Always** stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. Make a note of what was said or observed as soon as possible and pass to the **Designated Safeguarding Lead Ursula Mort (DSL/DHT)** or to the **Deputy Designated Safeguarding Lead Sarah Vaughan (DDSL)** immediately and in person, where possible.



Ms U Mort



Ms S Vaughan

3. David Curry (Headteacher), Mike Ridley Thomas (DHT) and Andy Cummings (AHT) are also Deputy Designated Safeguarding Leads and you can report concerns to them in the unlikely event that you are unable to find the DSL/DDSL.



Mr D Curry



Mr M Ridley Thomas



Mr A Cummings

4. **Never** make a promise that you will keep what is said confidential or secret. If you are told about abuse, you have a responsibility to tell the right people to get something done about it. You should **explain** that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.



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5. **Do not ask leading questions** that might give your own ideas of what might have happened, e.g. "did ... do to that to you?" Instead **ask open questions** such as, "what do you want to tell me?", "explain that to me...", describe that..." and "Is there anything else you want to say?"
6. **Immediately** tell the DSL/DDSL unless they are the subject of the accusation – in that circumstance inform the Headteacher. Don't tell other adults or young people what you have been told.
7. **Discuss** with the DSL/DDSL whether any steps need to be taken to protect the person who has told you about the abuse.
8. **Never** attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. Children's Social Care and police officers are the people who have the authority to do this. You could unknowingly cause more damage and endanger possible criminal proceedings. **It is your duty to refer concerns on, not investigate.**
9. As soon as possible (and certainly the same day) the DSL/DDSL should refer the matter to the Integrated Access and referral team (I-ART) if a child is at risk of or suffering or likely to suffer significant harm. **Follow their instructions about what to do next.** They will set up any necessary investigations. That is their statutory job.
10. Safeguarding concerns about another member of staff (this includes teachers, support staff, supply staff, volunteers and contractors), including low-level concerns that the behaviour of a member of staff goes against the staff code of conduct, **should be reported to the Headteacher immediately.**
11. Concerns about the Headteacher should be reported to the Chair of Governors, Mrs Sue Anderson, who can be contacted via email sanderson@heber.org.uk or via the Clerk to the Governors jashley@heber.org.uk



Mrs S Anderson

12. In the case of an allegation against a member of staff that meets the harms threshold, the Headteacher, or the Chair of Governors where the allegation is against the Headteacher, should refer the matter to The Local Authority Designated Officer (LADO). Allegations that do not meet the harms threshold and low-level concerns will be addressed in accordance with the low-level concerns policy (see the Child Protection and Safeguarding Policy on the School website for more information)
13. **Never** think abuse is impossible at Bishop Heber High School or assume that an accusation against someone you know well and trust is bound to be false.
14. Children and young people often tell other young people, rather than staff or other adults about abuse. Therefore, you may hear an allegation from another child. This should be acted upon in exactly the same manner as outlined above.



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Appendix 20: Essential Contacts

Role	Contact Details
<i>Designated Safeguarding Lead</i>	Ms U Mort (Deputy Headteacher) umort@heber.org.uk 01948 860 571
<i>Headteacher</i>	Mr D Curry dcurry@heber.org.uk 01948 860 571
<i>Nominated Governor for Safeguarding</i>	Mrs S Anderson sanderson@bishopheber.cheshire.sch.uk jashley@heber.org.uk
<i>Chair of Governors</i>	Mrs S Anderson sanderson@bishopheber.cheshire.sch.uk jashley@heber.org.uk
<i>Deputy Designated Safeguarding Lead</i>	Ms S Vaughan (Inclusion Manager) svaughan@heber.org.uk Mr D Curry dcurry@heber.org.uk Mr M Ridley Thomas mthomas@heber.org.uk Mr A Cummings acummings@heber.org.uk 01948 860 571
<i>Named Local Authority Designated Officer (LADO)</i>	Paul Jenkins - https://www.cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado/
<i>Local Authority Safeguarding Children in Education Officer (SCiE)</i>	Susie Sheasby - Chester and Chester Rural
<i>Safeguarding Children in Education Manager (SCiE)</i>	Kerry Williams – Kerry.williams@cheshirewestandchester.gov.uk
<i>Local Authority Legal Services Helpline</i>	07880781095 LegalHelplineCWACCommunityCareAndEducation@cheshirewestandchester.gov.uk maria.stelmach@cheshirewestandchester.gov.uk
<i>Local Authority Human Resources</i>	louise.odger@cheshirewestandchester.gov.uk



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<i>Integrated access and Referral Team</i> <i>8.30-5pm Mon-Thurs</i> <i>8.30-4.30 Fri</i>	0300 123 7047
<i>Emergency Duty Team</i> <i>(Out of hours)</i> <i>4.30pm-8am Mon-Thurs</i> <i>From 4pm Friday</i> <i>24hours weekends and bank holidays</i>	01244 977 277
<i>TAF Advisor</i>	Hayley Bennett Hayley.bennett@cheshirewestandchester.gov.uk
<i>Safeguarding Children Partnership</i>	www.cheshirewestscp.org.uk 0151 356 6494
<i>School Health Advisor</i>	Laura Clews laura.clews@nhs.net
<i>CAMHS</i>	01244 393200
<i>Cheshire Police</i>	0845 458 0000 or 101 for non emergencies 999 in case of emergency
<i>Safer Schools Officer</i>	Sergeant 5239 Andrew Cooper Andrew.Cooper@cheshire.police.uk
<i>Neighbourhood Policing Officer</i>	PCSO Jon Hurst for Malpas and Tattenhall areas jonathan.hurst@cheshire.pnn.police.uk PC Rachel McKeivitt for Farndon rachael.mckevitt@cheshire.pnn.police.uk



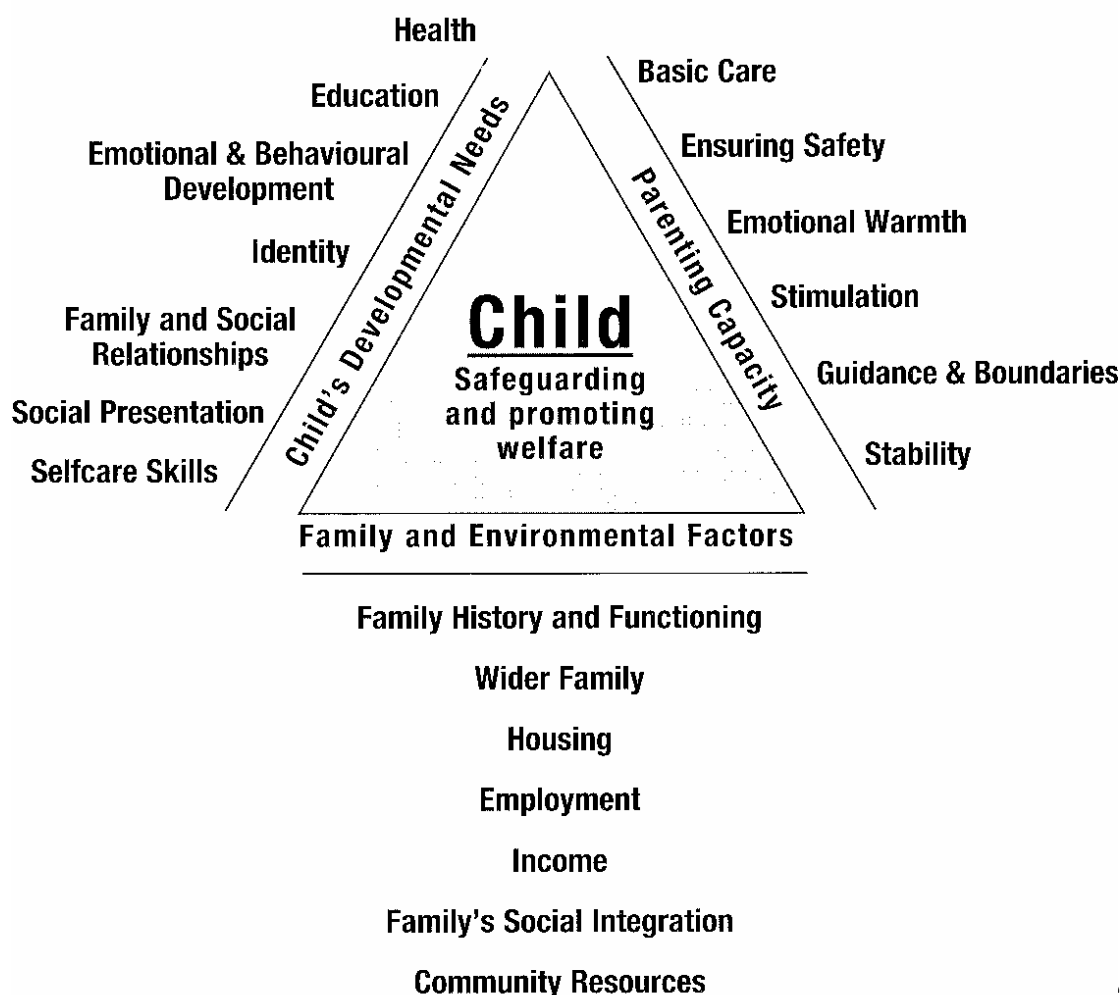
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Appendix 21: Assessment Triangle

Assessment Framework Triangle





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Appendix 22: Roles and responsibilities of single point of contact

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Bishop Heber High School is Ursula Mort , who is responsible for:

- Ensuring that staff of the school are aware that Ursula Mort is the SPOC in relation to protecting students/students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Bishop Heber High School in relation to protecting students/students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / students into the Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

** Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by Cheshire West and Chester Local Authority and the Cheshire Police Counter-Terrorism Unit, and it aims to:*

- *Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;*
- *Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and*
- *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.*



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Appendix 23: Mental Health Support and Referral Process

For all student's good mental health and well-being promoted through:

- Tutor time activities
- PSHCE and the wider curriculum
- The extra-curriculum
- Well-being and mental health advice (school website, Staying Safe Team, Staying Safe Bulletin and home-school communication)

Concern raised:

- By member of staff (directly or via Inclusion or Year Leader meeting)
- By child
- By parent

If concern is **Safeguarding**

Refer to DSL/DDSL

Action: follow statutory safeguarding policy.

Consider:

- If child is in immediate danger inform police and iART
- Referral to iART (liaise with parents first)
- TAF or similar early help (liaise with parents)

If concern is **Mental Health and Wellbeing**

Refer to Inclusion Leader (DDSL)

Action:

- Low risk intervention: form tutor support
- Medium risk intervention consider:
 - In-school Mental Health and Wellbeing mentoring
 - Referral to In-School Counsellor
 - Referral to School Nurse
- High risk intervention: referral to CAMHS

If concern is **SEND or related to a child with SEND and/or an EHCP**

Refer to SENDCo in the first instance

Action: if child has a known SEN, SENDCo will liaise with DHT (DSL) and the Inclusion Leader (DDSL) to identify appropriate support.

If child has suspected SEN, SENDCo to liaise with parents, appropriate school staff and external agencies to identify pathway for support.



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Actions identified should be undertaken by the person best placed to support the child. This could be the DSL, the DDSL/Inclusion Leader, the SENDCo, Year Leader, Form Tutor, or another trusted teacher. Advice and guidance will be given by the DSL, DDSL or SENDCo as appropriate, with tools to support if required.

Appendix 24: Self harm

Bishop Heber recognises that the stresses and strains of growing up and the increasing pressure that is placed on young people these days. Stress and anxiety can develop due to a large number of reasons and can manifest itself in a number of different ways. Young people sometimes feel the need to self-harm – for a variety of different reasons. Self-harming does not automatically place the child at risk of significant harm. If a student wishes to discuss their self-harm, there are a number of staff who are able to support.

However, if a disclosure is made of self-harm the member of staff receiving the disclosure should report their concerns to the student's Form Tutor or Year Leader, record details on CPOMs and make arrangements for appropriate support to be offered. This could be through the CWP Starting Well service (School Nurse), School Counsellor, School Mental Health Champion or by signposting to age-appropriate online self-help resources. If the self-harm is identified as a safeguarding risk, a parent/carer would be notified and advised on how to provide support.

If the student feels they need support in managing their stress/anxiety parents are advised to seek advice from their GP. Staff are also trained to signpost students for self-help support. The CWP Starting Well service offers monthly appointments and a drop-in service with a School Nurse, and the school offers a drop-in information and advice facility in the Inclusion Resource Provision every lunchtime.



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Appendix 25: Young Carers Guidance

Rationale

At Bishop Heber High School we are aware that students in our school may have caring roles at home. We believe that all children and young people should have equal access to education, regardless of what is happening at home and that no child should have to take on inappropriate or excessive caring responsibilities.

When a young person does look after someone in their family who has a serious illness, disability or substance misuse problem, they may need a little extra support to help them get the most out of school.

We aim to understand the issues faced by young carers and this appendix states how we will support any student who helps to look after someone at home.

We aim to support young carers through a whole-school approach and through working with other agencies and professionals, with the understanding that support for the whole family is in the best interests of the young carer.

Policy

Admissions:

The school is aware of paragraph 2.28 of the School Admissions Code 2010 which under the section 'Social and Medical Need' states:

'... it is acceptable to give higher priority to children or families where there is a social or medical need (for example, where one or both parents or the child has a disability that may make travel to a school further away more difficult).'

During the school enrolment process for new students, the school will identify whether parent(s) or family members have disabilities or other long term physical or mental health problems. If a student helps to look after the parent/family member, we will establish if this has an impact on their education.

This will form part of the Year 6 transition process or part of a mid-year entry to Bishop Heber High School.

In School

- The Inclusion Leader and Year Leaders will have special responsibility for young carers and their families.
- The school will keep up-to-date with national and local developments and with legislation and guidance affecting young carers and their families. Training on the issues experienced by young carers will be embedded in the professional development of appropriate staff.



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- The school views young carers the same as any other student, but understands that they have additional caring responsibilities. The whole school is committed to meeting the needs of young carers so that they are enabled and encouraged to attend and enjoy school and have equal access to their education as their peers. Students, who are young carers, will be identified along with any additional needs they may have.
- The school will use and evaluate data effectively to identify and monitor the progress made by young carers.
- The school will aim to offer support to improve attendance and the student's well-being.
- The right to student's and family's privacy will be respected and the school will only share information with professionals and agencies on a 'need to know' basis in order to support students and families.
- Information about support available for young carers and how to access it will be made clearly available to both students and families.
- The school recognises that young carers and their families need to receive coordinated support from the school, working in partnership where appropriate, with General Practitioners, Young Carers' Services, Behaviour and Education Support Teams.
- Young carers will be referred or signposted to other support agencies and professionals as appropriate, including the local Young Carers' Service.
- The school adheres to the Disability Discrimination Act (1995, 2005) and the Equality Act 2010 and is accessible to parents with disabilities and/or illness, offering additional support to enable them to attend parents' evenings or other school events.
- Home visits will be considered where appropriate and staff will adhere to safeguarding guidance when they undertake a home visit.
- The school will offer additional support to remove any communication barriers with parents, so that parents are able to be fully engaged with the education of their child.
- The school will identify those young carers at risk of falling into the Not in Education, Employment or Training (NEET) category and take appropriate action to address this.
- The school will offer support to the young person and their family during the transition process, sharing agreed information with their new school/college lead for young carers and their families.
- The school will consider alternatives, if a young carer is unable to attend out of school activities, such as sports coaching or concerts, due to their caring role. The school will also consider alternative detentions (including lunchtime detentions), rather than after school ones.
- The school will allow young carers to use a telephone to call home during breaks and lunchtimes, in order to reduce any worry they may have about the person they care for.
- Other appropriate policies, such as the Behaviour and Discipline Policy, will take young carers into account.



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Appendix 26: Bishop Heber High School's Low-level Concerns Policy for Children and Young People

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1. Policy Statement

- 1.1 The policy outlines Bishop Heber High School's approach to managing concerns about adults, which do not meet the allegation threshold of harm nor are considered serious enough to consider a referral to LADO.
- 1.2 For the purpose of this policy, the term 'staff' will refer to any adult associated with the school, i.e. whether working for or with the school, engaged as a paid employee, worker or self-employed contractor, volunteer, agency staff or governor.
- 1.3 This policy does not form part of any member of staff's contract of employment, and it may be amended at any time.

2. Roles, Responsibilities, and Implementation

- 2.1 The Governing Body has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Headteacher, with formal adoption agreed by the Governing Body.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success. Bishop Heber High School is committed to safeguarding and promoting the welfare of children and young people and expects all to share this.

3. Aims

- 3.1 To ensure that all concerns about adults can be identified and spoken about openly with the appropriate safeguarding team.
- 3.2 To ensure that all concerns about adults are recorded and dealt with appropriately.



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3.3 To create an open and transparent culture which enable settings to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working for or with the school are clear about professional boundaries and act within them, in accordance with the ethos and values of the school.

3.4 To help ensure that adults consistently model the school's values and helps keep children safe.

3.5 To also protect adults working in school from potential false allegations or misunderstandings.

4. Definition

4.1 A low-level concern is any concern – no matter how small, and even if no more than a 'nagging doubt' – that an adult may have acted in a manner which:

- a) is not consistent with the school's Code of Conduct; and/or
- b) relates to their conduct either inside or outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.
- c) doesn't meet the threshold of harm or is not considered serious enough for the school to refer to the Local Authority Designated Officer

4.2 Low-level concerns are differentiated from allegations which should be escalated through the appropriate procedure ie Disciplinary or LADO Review. An allegation is where an adult has: -

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against, or related to, a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

4.3 While low-level concerns are, by their nature, less serious than allegations, the school understands that many serious safeguarding concerns, e.g. child sexual abuse, often begin with low-level concerns, e.g. subtle grooming by an offender. The school will ensure that all staff are aware of the importance of recognising concerns before they escalate from low-level to serious, wherever possible.

4.4 Staff do not need to be able to determine in each case whether their concern is a low-level concern, or if it is in fact serious enough to consider a referral to the LADO or meets the threshold of an allegation. Once staff share what they believe to be a low-level concern that determination should be made by the Headteacher.

4.5 The school will ensure that all staff members are aware of the standards of appropriate behaviour expected towards students. Staff will ensure that they pay due regard to the fact that:-

- They are in a unique position of trust, care, responsibility, authority and influence in relation to students.



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- There is a significant power imbalance in the student-staff dynamic.
- There are more stringent expectations on their behaviour with regard to students owing to their position as a public professional.

4.6 Staff will remain aware of the fact that all students under the age of 19, regardless of the phase and year group they are at within the school, are children by law – resultantly, staff will ensure that they do not assume maturity on behalf of a students and do not engage with students as they would with their own peers.

4.7 Staff will be aware that where there is any doubt regarding whether the behaviour of another adult is appropriate, this should be reported to the Headteacher and/or DSL immediately.

5. Appropriate and Inappropriate Behaviour

5.1 Inappropriate behaviour can exist on a wide spectrum, from inadvertent or thoughtless behaviour to behaviour which is ultimately intended to enable abuse. Examples of inappropriate behaviour that would constitute a low-level concern that should be reported to the Headteacher and/or DSL include:

- Being overly friendly with children – this could include, but is not limited to, communicating with a child through personal social media or allowing inappropriate conversations or enquiries to occur with students, e.g. conversations that are about a staff member's personal life, that contravene professional boundaries.
- Having favourites – this could include, but is not limited to, calling students by pet names or terms of endearment, or buying students gifts.
- Taking photographs of children on their personal mobile phones or devices.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Using inappropriate, sexualised, intimidating or offensive language.

This list is not exhaustive or designed to be exclusive.

5.2 Staff will be aware that some of the above low-level concerns may meet the harms threshold depending on certain factors, e.g. the age or needs of the child or the content of exchanged messages, and that some of the above incidents may not be concerns in context, e.g. a pre-approved, one-to-one meeting with a child behind a closed door between the child and a school counsellor who has received all appropriate safety checks.

5.3 Staff will also be made aware that behaviour which raises concerns may not be intentionally inappropriate, and that this does not negate the need to report the behaviour. Staff members who engage in low-level inappropriate behaviour in relation to students inadvertently will be made aware and supported to correct this behaviour in line with Codes of Conduct. The headteacher and/or DSL will also evaluate whether additional training would be beneficial for any staff members exhibiting concerning behaviour, or the staff cohort as a whole where low-level concerning behaviour is seen more widely.



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6. The Importance of Sharing Low-Level Concerns

6.1 Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe (*Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers*). All concerns, no matter how small, must be reported.

6.2 The school understands that spotting the early signs of harmful behaviour towards children can be difficult, and that many will be hesitant to report concerns they have about their colleagues' behaviour, particularly the behaviour of their superiors. Staff are encouraged to maintain an attitude that recognises that abuse can happen anywhere, in any setting, and that anyone can be a perpetrator regardless of their age, sex, level of authority, personality, etc.

6.3 The school will ensure that all staff members have received training as part of their induction that outlines appropriate behaviour towards students for staff members. All staff will read, understand and adhere to the Code of Conduct and will address any questions they have regarding safeguarding to the Headteacher and/or DSL.

6.4 The school will work to foster an environment and culture where personal and professional boundaries are clearly set and respected for all individuals in the school community, e.g. students are not treated as friends and an appropriate professional distance is maintained by staff.

6.5 The school will ensure that all staff understand how to recognise and report safeguarding concerns. Staff will be trained to identify concerning or problematic behaviour towards students that may indicate a safeguarding concern, and how to identify signs of abuse or harm in students.

7. Reporting a Low-Level Concern

7.1 In line with the School's Whistleblowing Policy any concerns should be raised first with the Headteacher. In the absence of the Headteacher the concern should be raised with the Designated Safeguarding Lead (DSL). The Headteacher will inform the DSL (or Deputy DSL) and if required their Human Resources Provider.

7.2 Concerns about the Headteacher must be reported to the Chair of governors who will inform the DSL/DDSL (if assessed to be a low-level concern and not meeting LADO threshold).

7.3 Concerns about a governor must be reported first with the Headteacher. In the absence of the Headteacher the concern should be raised with the DSL or DDSL.



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7.4 If a concern is reported to the DSL, as opposed to the Headteacher, the DSL must inform the Headteacher at the earliest opportunity.

8. Self-Reporting

8.1 Occasionally, an individual might find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, an individual may, for whatever reason, have behaved in a manner which, on reflection, they consider falls below the standard set out in the Code of Conduct. In these instances, an individual may wish to self-report and this is encouraged. This can be positive for a number of reasons:

- it enables a potentially difficult issue to be addressed at the earliest opportunity.
- it demonstrates awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived; and
- it is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

Any individual who wishes to self-report should speak with their Headteacher.

9. Response to a Low-Level Concern

9.1 In the event that a low-level concern is raised, the DSL will discuss the concern with the Headteacher and the Human Resources provider if required. The information will be reviewed to determine whether the behaviour:

- i. is entirely consistent with the school's Code of Conduct and the law;
- ii. constitutes a low-level concern;
- iii. is serious enough to consider a referral to the LADO; or
- iv. when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO/other relevant external agencies.

9.2 Where necessary, the school will initially seek the advice of the SCiE team (maintaining the anonymity of the individual where possible).

9.3 Where appropriate, either the Headteacher or DSL will speak with the individual about whom the low-level concern has been raised (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted).



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10. Outcomes

i. The behaviour is entirely consistent with the School's Code of Conduct

The individual in question will be informed by the appropriate DSL what was shared about their behaviour so that they have an opportunity to respond. The individual in question will be informed that their behaviour is entirely consistent with the school's Code of Conduct.

The DSL will also speak to the person who shared the low-level concern to provide them with feedback about how and why the behaviour is consistent with the Code of Conduct and the law.

ii. The current concern is low-level

The individual in question will be informed by either the DSL or Headteacher what was shared about their behaviour so that they have an opportunity to respond.

The DSL or Headteacher, (with advice from their HR Provider if necessary), will determine the most suitable response. This may include:

- A conversation with the individual about their behaviour and why it was deemed to be a low-level concern
- Training
- Mentoring from an appropriate individual, e.g. a line manager
- Any support as identified by the individual themselves

In the event that the concern becomes a disciplinary matter, the school's Staff Disciplinary Policy will be followed.

iii. The current concern is sufficiently serious enough to warrant a referral to the LADO or when considered with any other low-level concerns that have been shared about the same individual, should be reclassified as an allegation

In the event that the current concern should be referred to the LADO or reclassified as an allegation, the school's Whistleblowing Policy will be followed.

11. Recording

11.1 A low-level concerns record will be kept centrally by the Personnel Manager. This record will be accessible to the Headteacher, DSL and the Human Resources representative **NB – it should NOT be kept in the staff member's personnel file.**



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11.2 The concerns record will be kept in a chronological order as a running record. Each entry will have the time and date recorded, along with the name of the individual who has made the record and the outcome of the concern. The records will be kept confidential and will be held securely.

11.3 The records will be held centrally so that they can be easily reviewed by the Headteacher, DSL and Deputy DSL and any potential patterns of concerning, problematic or inappropriate behaviour spotted.

11.4 If a low-level concern in and of itself is deemed to be serious enough to consider a referral to the LADO, the records relating to the low-level concern will be placed on the individual's personnel file.

11.5 If a low-level concern (or group of concerns) is re-classified as an allegation, all previous records of low-level concerns relating to the same individual should be moved from the central low-level concerns file to the individual's personnel file.

11.6 If the low-level concern is raised about an individual who works with the school, but is not a member of staff, e.g. Agency Staff/Contractor, then any records relating to the concern will be shared with the individual's employer. If necessary, advice will be sought from the LADO on what can be shared and with whom.

11.7 The Headteacher, DSL and the Deputy DSL will be responsible for recording any concerns.

12. Review period

12.1 This policy will be reviewed on an annual basis.



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Appendix 27: Bishop Heber High School Sexual Harm and Harassment (Child on Child Abuse) Policy

Bishop Heber High School recognises that children and young people are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of “banter” or “growing up”.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our setting and beyond.

Where child on child abuse is identified we will follow our safeguarding and child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation (CSE)
- Sexting, sending nudes or youth produced digital imagery
- Up-skirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children and young people who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other Bishop Heber High School policies such as the Behaviour and Discipline policy, Anti-Bullying policy, Child Protection and Safeguarding policy and Data Security & E-Safety policy.

This policy concentrates on child on child abuse in the context of sexual harm and harassment. It is compliant with the statutory guidance on child on child abuse as set out in Keeping Children Safe in Education (KCSiE September 2022) and should be read in conjunction with the Cheshire West and Chester Safeguarding Children Partnership’s (SCP) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

Policy Development

The policy has been developed in consultation with Cheshire West and Chester’s Sexual Violence and Sexual Harassment task and finish group and the following groups:

- Senior Leadership Team
- Governors
- The School Council
- Staff
- Parents / Carers



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Aims

The policy will:

- Set out our strategies for preventing, identifying, and managing child on child abuse
- Take a contextual approach to safeguarding all children and young people involved. Acknowledging that children or young people who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents, or adults in the community.

Understanding child on child abuse

The context

All behaviour takes place on a spectrum. Understanding where a child or young person's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour (HSB)).

We are adopting the NSPCC definition of HSB as:

"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours (See appendix 14 of the Child Protection and Safeguarding Policy)

Vulnerable groups

We recognise that all children and young people can be at risk however we acknowledge that some groups are more vulnerable. These can include:

- Children and young people with experience of abuse within their family
- Children and young people living with domestic violence
- Young people in care
- Children who go missing
- Children who are SEND
- Children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.



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Whilst research tells us girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools, this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience child-on-child abuse, but they do so in gendered ways.

All staff should be aware of indicators, which may signal that children and young people are at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Responding to Alleged Incidents

Responding to reports of sexual harm and sexual harassment

See the additional Bishop Heber High School Sexual Harm and Harassment Response (Appendix 28) & the SCiE SV&H flowchart (Appendix 29)

All reports of child on child abuse will be made on an individual needs' basis, with the Designated Safeguarding Lead (DSL) or the Deputy DSL (DDSL) taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to a report:

- The school will take all reports seriously and will reassure the victim that they will be supported and kept safe.
- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the DSL, DDSL, police and/or social care). Staff will, however, only share the report with those people who are necessary to progress it.
- Following a conversation with the DSL or DDSL, a written report will be made as soon after the disclosure as possible, recording the facts as presented by the child or young person. These may be used as part of a statutory assessment if the incident is escalated later. The member of staff will record the incident on CPOMs.
- Where the report includes an online element the school will follow advice on searching, screening and confiscation. The staff will not intentionally view or forward images. The decision to view any imagery should be based on the professional judgement of the DSL (or equivalent) and should always comply with the child protection policy and procedures of the education setting. Further advice can be found at [Sharing Nudes and Semi-Nudes: advice for education settings working with young people and children](#).



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- The DSL will be informed as soon as possible.
- The DSL and DDSL will meet with the victim and ensure they and their family are signposted and supported to access further specialist support, unless there is good reason to believe that involving the family would put the young person at risk of harm or compromise an investigation by the police.
- The DSL will chair a meeting with the Headteacher, DDSL and Year Leader to agree and arrange next steps.

Risk Assessment

When there has been a report of sexual harm and harassment or child to child abuse, the DSL or DDSL will make an immediate risk and needs' assessment for both the alleged victim and alleged perpetrator. Ideally settings will not complete these in isolation but will agree them with parents, where appropriate, and other multi-agency partners. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on an individual needs basis. The risk and needs' assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All the other children and young people (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them

Risk assessments will be stored on CPOMs and be kept under review. The DSL or the DDSL will ensure they are engaging with multi-agency partners e.g., i-Art or police.

Action following a report of sexual harm and/or sexual harassment

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual harm and sexual harassment
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature, or more confident? Does the victim or alleged perpetrator have a disability or learning difficulty
- If the alleged incident is a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children and young people or school staff, or other related issues in the wider context?



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Follow up Actions

Children and young people sharing a classroom:

Whilst the school establishes the facts and starts the process of liaising with children's social care and the police:

- The alleged perpetrator will be removed from any classes they share with the victim.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school.

These actions are in the best interests of both children or young people and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Options to manage the report

Manage internally

1. In some instances of sexual harassment, for example, one-off incidents, we may decide that the students concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the Behaviour and Discipline and Anti-Bullying policies and by providing pastoral support.

This decision will be made based on the principle that sexual harm and sexual harassment is never acceptable and will not be tolerated. All decisions and discussions around making these decisions will be recorded and stored by the DSL or the DDSL on CPOMs.

2. In line with the above action, we may decide that the students involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Where a student has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to i-Art following locally agreed protocols.

Where statutory assessments are appropriate, the DSL or the DDSL will work alongside and cooperate with the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other students that require support.



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Reporting to the Police

Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains.

Where a report has been made to the police, the school or college will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, we will work closely with the relevant agencies to support all students involved (including potential witnesses). Where required, advice from the police will be sought to help us.

Whilst protecting students and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation.

The end of the criminal process

If a student is convicted or receives a caution for a sexual offence, the school will update its risk assessment, agreed with parents and other multi-agency partners, and ensure relevant protections are in place for all students. We will consider any suitable action in line with our behaviour and discipline (exclusion) policy. If the perpetrator remains in school, we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable.

Where there is a not-guilty verdict or the case is not proceeded with, there might be times when the School will proceed to act in accordance with the behaviour and discipline policy in the best interests of the school community.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other students. We will ensure all students involved are protected, especially from any bullying or harassment (including online) experienced inside and outside of school.

In the instance where no further action is taken by the police or Crown Prosecution Service (CPS), or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.



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If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the young person who made the allegation is in need of help. If the report is shown to be deliberately invented or malicious, disciplinary action may be considered appropriate in line with the behaviour and discipline policy.

Support for Children and Young People Affected by Sexual-Assault

Support for victims of sexual assault is available from a variety of agencies (see Appendix 15). We will support the victim of sexual assault to remain in school but if they are unable to do so, we will enable them to continue their education elsewhere. This decision will be made only at the request of the student and their family. If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL or DDSL will support this move.

Where there is a criminal investigation, the alleged perpetrator will be removed from any shared classes with the victim, and we will also consider how best to keep them a reasonable distance apart on the school premises or on school transport. This is in the best interest of the children or young people concerned and should not be perceived to be a judgement of guilt before any legal proceedings. We will work closely with the police and in line with any bail conditions.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we will take suitable action, if we have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other students).

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions in line with our behaviour and discipline policy, including consideration of a permanent exclusion.

Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual harm and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.



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All the above will be considered with the needs and wishes of the victim at the heart of decision-making (supported by parents and carers as required). Any arrangements should be kept under review.

Physical Abuse

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from students to students can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the Anti-Bullying policy will be applied in these instances, with recognition that any police investigation will need to take priority.

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 14) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g., related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

Online Behaviour

Many forms of child on child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting/sending nudes (youth produced imagery).

Policies and procedures concerning this type of behaviour can be found in the Behaviour and Discipline policy, Anti-Bullying policy, Child Protection and Safeguarding policy and Data Security & E-Safety policy and Relationship & Sex Education (RSE) policy.

Prevention

Bishop Heber High School actively seeks to raise awareness of and prevent all forms of child on child abuse by:

- Educating all Governors, Senior Leadership Team, staff, and volunteers, students and parents about this issue. This will include training all Governors, Senior Leadership Team, staff and volunteers on the



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nature, prevalence, and effect of child-on-child abuse, and how to prevent, identify and respond to it. This includes:

- (a) Contextual Safeguarding.
 - (b) The identification and classification of specific behaviours; and
 - (c) The importance of taking seriously all forms of child on child abuse (no matter how low level they may appear) and ensuring that no form of child-on-child abuse is ever dismissed as horseplay or teasing.
- Educating students about the nature and prevalence of child on child abuse via PSHCE and the wider curriculum.
 - Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including the vulnerability of those who inflict such abuse.
 - Students are regularly informed about the school's approach to such issues, including its zero-tolerance policy towards all forms of child on child abuse.
 - Information is shared with students in tutor time, assemblies, via the Staying Safe Bulletin and the Staying Safe Team
 - Engaging parents on this issue by:
 - (a) Communicating about it with parents, both in groups and one to one.
 - (b) Asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks.
 - (c) Involving parents in the review of school policies and the RSHE curriculum and
 - (d) Encouraging parents to hold the school to account on this issue.
 - Ensuring that all child on child abuse issues are promptly fed back to the school's DSL and/or the DDSL so that they can spot and address any concerning trends and identify students who may be in need of additional support.
 - Challenging the attitudes that underlie such abuse both inside and outside the classroom.
 - Working with Governors, the Senior Leadership Team, all staff and volunteers, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community.
 - Creating conditions in which our students can aspire to and realise safe and healthy relationships.
 - Creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
 - Responding to cases of child on child abuse promptly and appropriately.

Multi-agency working

The School actively engages with its local partners in relation to child on child abuse, and works closely with Cheshire West and Chester's Safeguarding Children Partnership (SCP), i-Art, Children's Social Care, Safeguarding Children in Education team, Early Help and Prevention, and/or other relevant agencies, and other schools.



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The relationships the School has built with these partners are essential to ensuring that we are able to prevent, identify early and appropriately handle reports of child-on-child abuse. They help the School:

- a) To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist
- b) To ensure that our students can access the range of services and support they need quickly
- c) To support and help inform our local community's response to child on child abuse
- d) To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our students.

Bishop Heber High School actively refers concerns/allegations of child on child abuse where necessary to i-Art and/or other relevant agencies.

Children resident out of county but attending a Cheshire West and Chester school will be reported to Children's Social Care in the area where they live.

In instance involving children who are subject to risk, harm, and abuse and who are a Child in Care, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

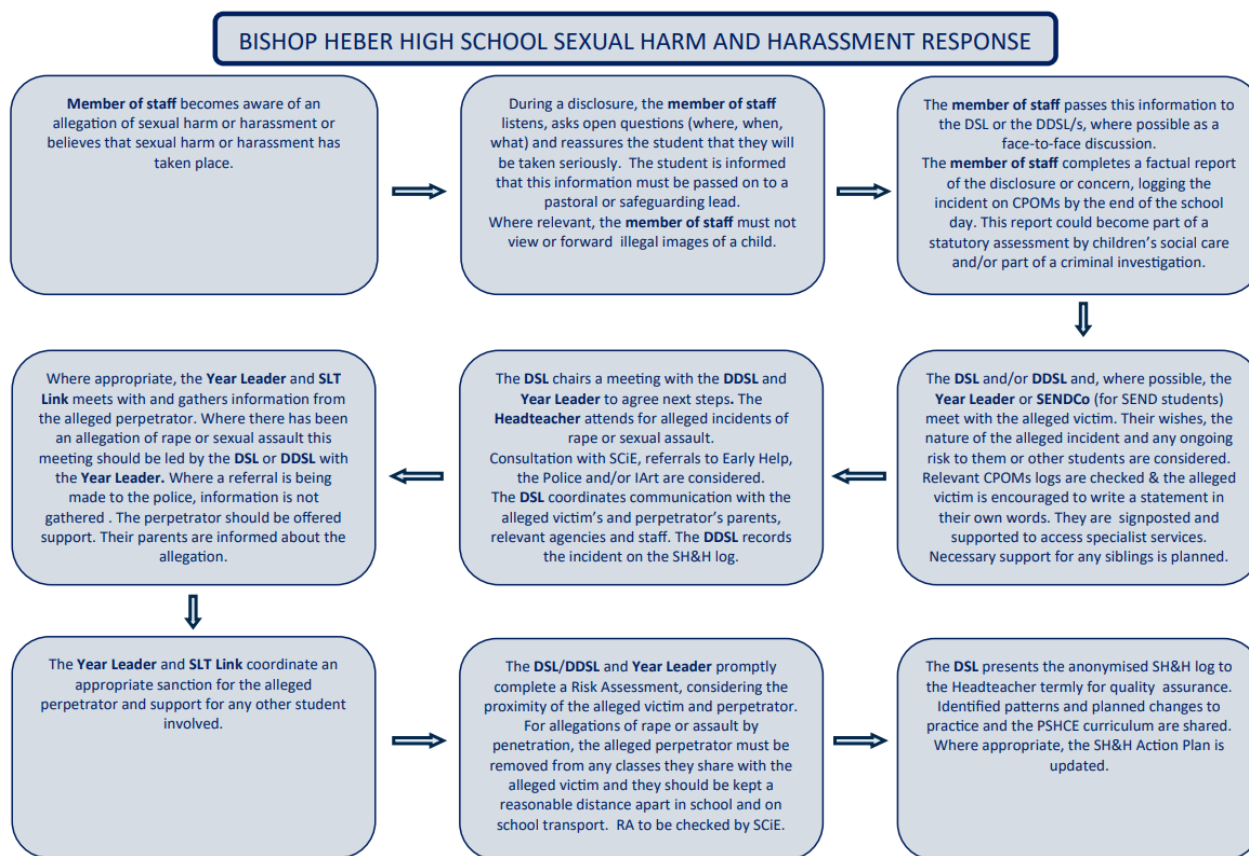


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Appendix 28: BHHS Sexual Harm & Harassment Response





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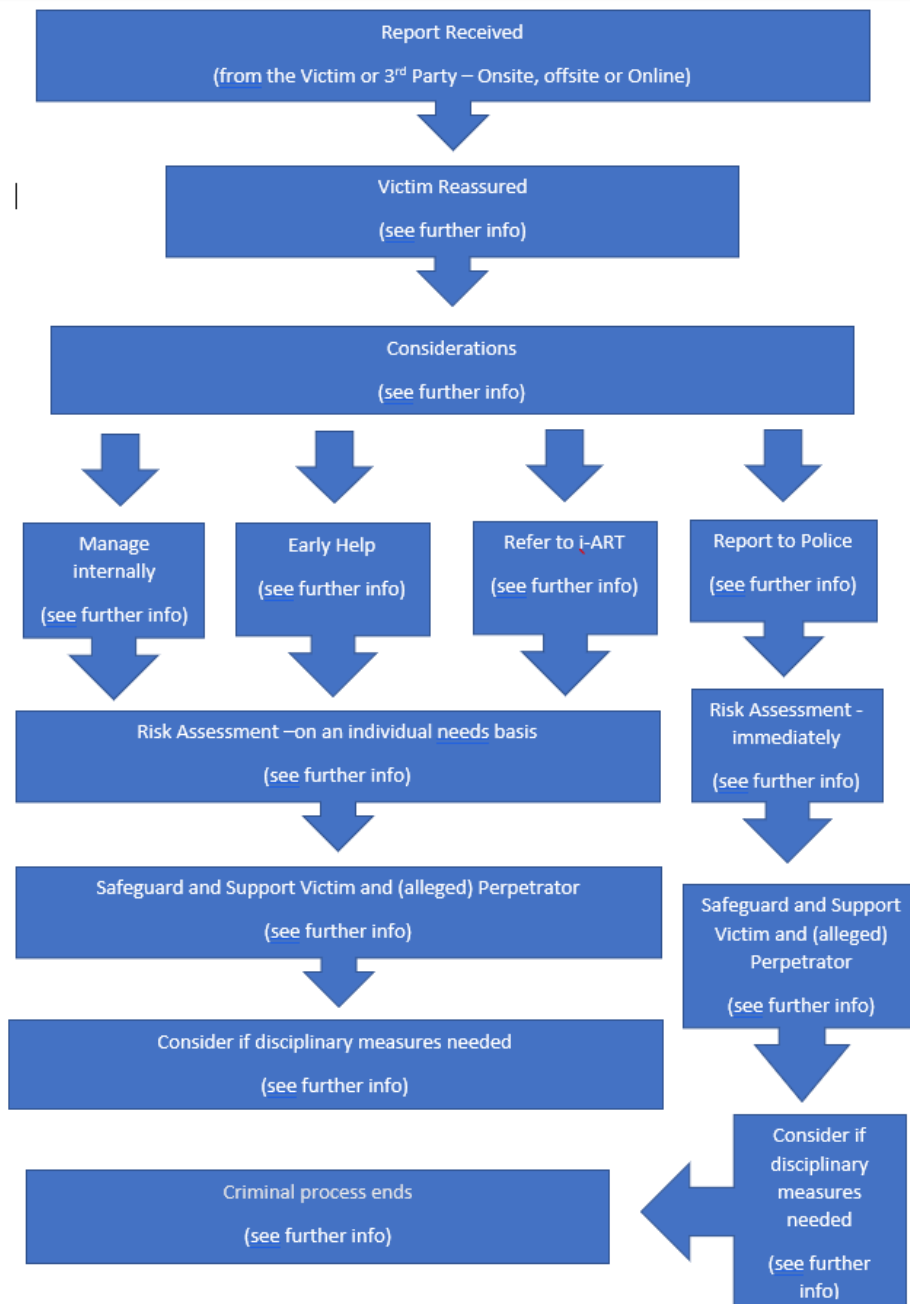
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Appendix 29: SCiE Sexual Violence and Sexual Harassment Flow-Chart

*Source – Sexual violence and sexual harassment between children in schools and colleges (DFE, 2021)





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Further information

Victim reassured

- Taken seriously and kept safe, never be given an impression they are creating a problem
- Confidentiality not promised
- Listen to victim non-judgementally
- Record the disclosure (facts as reported)
- Two staff present (if appropriate) – one being the DSL or reported to the DSL as soon as possible.
- Victim sensitively informed about referral to other agencies
- If victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see Sexual Violence and Sexual Harassment, paragraph 62)
- Parents of victim informed, unless this would put victim at greater risk.

If the victim is over 18, discuss how they want to be supported and by whom, whether they want you to support to share with their parents, whether they want to report a crime and provide them with support agency contacts (e.g. RASASC, SARC) which you can support them to contact. Again, can be still lawfully share in order to protect child from harm and to promote the welfare of children (see Sexual Violence and Sexual Harassment, paragraph 62)

Anonymity – Note that in cases of sexual violence there is a legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in school.

Supporting the (alleged) Perpetrator

- Inform parents of alleged perpetrator – advise of any referrals that need to be made
- If appropriate, ask alleged perpetrator about the incident
- Remove alleged perpetrator from any shared lessons with victim (this is a neutral act, not an assumption of guilt).
- Ensure they have a trusted adult in your setting to provide support.

Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)

Immediately: consider how to support the victim and the alleged perpetrator.

- Wishes of the victim and parents/carers



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- Nature of the alleged incident
- Are external support services required e.g. SARC, RASAC
- Ages of the children
- Development stage of the children
- Any power imbalance
- One off, or part of a pattern of behaviour
- Any on-going risks to victim, alleged perpetrator and others
- Other related issues and wider context (e.g. Exploitation, contextual safeguarding)

Manage internally

One-off incidents which the school/college believes that the young people are not in need of early help or statutory intervention, which would be appropriate for the setting to manage internally under the behaviour and/or anti-bullying policy.

Early Help

Non-violent harmful sexual behaviours (see Harmful Sexual Behaviours Framework, (NSPCC)) or refer to Brook Traffic Light Tool if trained. Also consider if a TAF is needed to identify unmet needs and support the young people involved.

Refer to i-ART

All incidents where a child or young person has been harmed, is at risk of harm or is in immediate danger. Children's social care will support with next steps.

NB - Where a victim is 18 or over, consideration needs to be given as to whether they would be considered a vulnerable adult and therefore a referral to Adult services would be appropriate.

Report to Police

All incidents of rape, assault by penetration or sexual assault (including if alleged perpetrator is 10 or under). Discuss next steps with police, for example: disclosing information to other staff, informing alleged perpetrator and their parents.

Risk assessment

1. **Immediately** (when reported to police) – Do not wait for the outcome of the report to police before protecting victim. Emphasis should be on victim being able to continue normal routine. Alleged perpetrator to be removed from any classes with the victim (also consider shared spaces and journey to/from school. NB - this is not a judgement of guilt and safeguards should be considered as above, for the alleged perpetrator.



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2. **Individual needs basis** – (see paragraphs 69 and 70 – Sexual Violence and Sexual Harassment between children in schools or colleges, (DFE 2021)).

All risk assessments should be completed as a multi-agency, where possible, (consider which agencies are currently working with either victim or alleged perpetrator) and shared with parents and victim or alleged perpetrator to ensure they are adhered to. You should not delay putting together a risk assessment if other agencies are not initially available in order to safeguard all involved and the school community, but this should be reviewed as a multi-agency as soon as possible.

Risk assessments should be regularly reviewed and adjusted as appropriate.

Safeguard and support Victim and alleged perpetrator

Identify and signpost to relevant support agencies e.g. RASASC

Disciplinary measures taken

Refer to setting's own behaviour and/or anti-bullying policy.

If reported to police, disciplinary measures may be undertaken based on balance of probabilities, unless prejudicial or unreasonable. Ensure actions do not jeopardise the investigation. Setting to work closely with police and/or other agencies.

Criminal process ends

Conviction or caution - follow your setting's behaviour policy. If the pupil remains in school, make clear your expectations, keep victim and perpetrator apart. Consider victim's wishes.

Not guilty – support victim and alleged perpetrator.

No further action – support victim and alleged perpetrator.

Supporting Guidance

Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)

Statutory guidance overview: Keeping children safe in education - GOV.UK (www.gov.uk)



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Appendix 30 Continuum of Sexual Behaviours

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

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

[Harmful sexual behaviour framework | NSPCC Learning](#)

A continuum of behaviours

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin, Letourneau and Silovsky (2002, p208) suggest a child's sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers.



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A continuum of responses

As identified in Hackett's model, above, children and young people with harmful sexual behaviours are a varied and complex group with diverse needs that cannot be addressed by a 'one size fits all' model of service provision.

The diverse needs of these children and young people include the fact that many of them have hitherto unrecognised learning difficulties, specific educational needs, a range of psychosocial risk factors and co-occurring mental health problems (Bladon et al, 2005).

The wide range of harmful sexual behaviours shown by children and young people means their needs should be met in a variety of different placement contexts. These range from their own homes (most children and young people), general looked-after or care settings (the more disadvantaged and hard-to-manage young people with moderate risk profiles), and more specialist or secure provision (young people who pose a high risk of serious, significant harm to others).

Assessing children and young people and meeting their needs in the context of the notion of a continuum of responses is the subject of the third domain of this framework: effective assessment and referral pathways.

In addition to the initial response and support offered to low level cases in frontline settings, several levels of service response and intensity are required to address various levels of need and concern, as highlighted in the following model developed by Morrison and colleagues (2001).

Hence a small network of regional, highly specialised assessment and treatment services may be required to meet some of the more specialised needs shown by a smaller number of more complex cases.

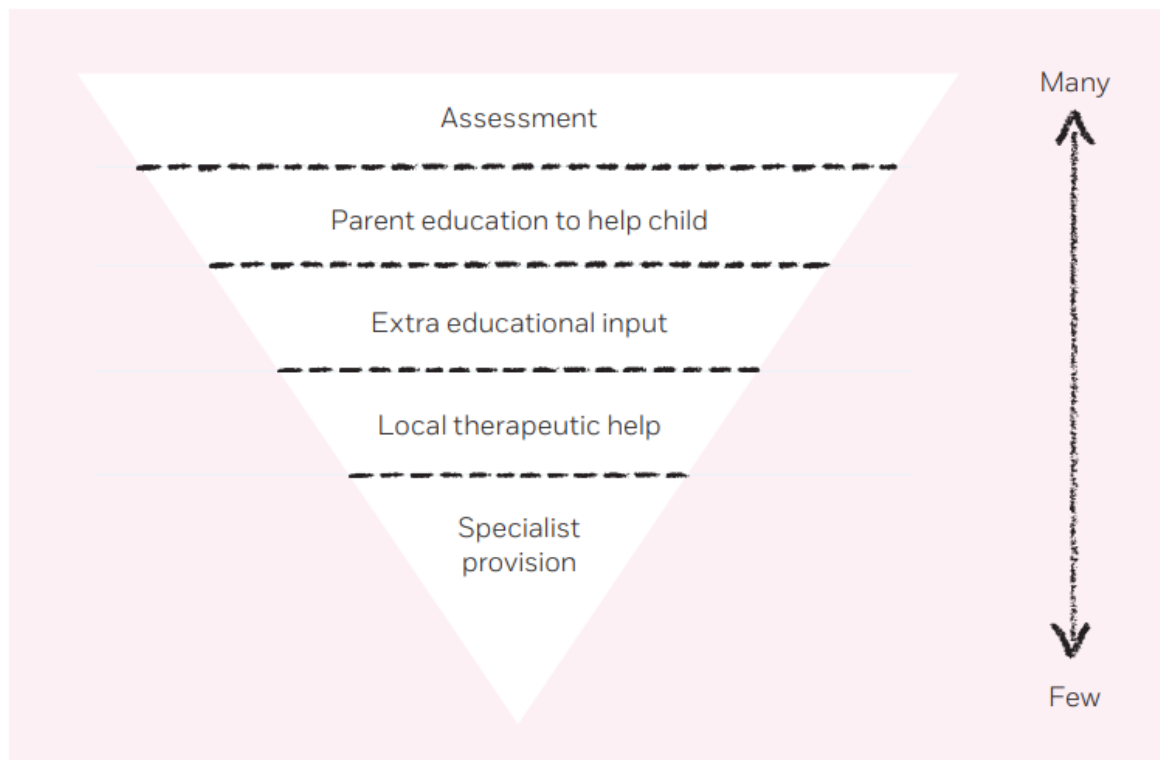


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**Figure 2: Continuum of service intensity,
Morrison and colleagues (2001) adapted
from Ryan (1999)**





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Appendix 31: Support for Young People: Local and National

- Internet Watch Foundation (to potentially remove illegal images) www.iwf.org.uk
- RASASC
- SARC
- Lucy Faithful Foundation
- Brook Tool
- [Harmful Sexual Behaviour Support Service](#), run by [SWGfL](#)
- [Marie Collins Foundation](#),
- Proud Trust

Useful Publications and Websites

Government Publications

Sexual harassment and sexual violence in schools - [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](#)

Keeping Children safe in Education - [Statutory guidance overview: Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

Preventing youth violence and gang involvement - [Guidance overview: Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](#)

Preventing and tackling bullying in schools [Preventing bullying - GOV.UK \(www.gov.uk\)](#)

Other useful documents

Sexting / Sharing Nudes

Sharing nudes and semi-nudes: advice for education settings working with children and young people - [Guidance overview: Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

Child-on-child abuse

Farrer & Co - Peer-on-peer abuse toolkit, guidance on peer-on-peer abuse policy and template peer-on-peer abuse policy - [peer-on-peer-abuse-toolkit-14.pdf \(farrer.co.uk\)](#)

Anti-bullying alliance

Sexual bullying: developing effective anti-bullying practice- A guide for school staff and other



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Professionals - [Sexual bullying - anti-bullying guidance for teachers and other professionals.pdf \(anti-bullyingalliance.org.uk\)](#)

Preventing abuse among children and young people-guidance from Stop it Now - [stop_booklets_childs_play_preventing_abuse_among_children_and_young_people01_14.pdf \(stopitnow.org.uk\)](#)

What is Age appropriate? - [What is Age-Appropriate? | Stop It Now](#)

NSPCC-Harmful sexual behaviour - [Understanding Sexual Behaviour in Children | NSPCC](#)

NCB Harmful sexual behaviour - [Workforce perspectives on harmful sexual behaviour \(ncb.org.uk\)](#)

NSPCC –Is this sexual abuse? - [“Is this sexual abuse?” | NSPCC Learning](#)

Online sexual harassment

Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding - [Project deSHAME - Childnet](#)

Sexism

It's Just Everywhere- a study on sexism in schools –and how we tackle it - [Report-Its-just-everywhere.pdf \(ukfeminista.org.uk\)](#)

RSE

Relationship Education , Relationship and Sex Education and Health education - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

Appendix 32: SIXTH FORM STUDENT SIGN OUT AGREEMENT

Introduction

All parents/carers and sixth form students should familiarise themselves with the processes and terms outlined in this document.

1. Signing in and out of the building at lunch

Year 12 and Year 13 students will normally be allowed to leave the site during lunch (1.30 p.m. – 2.05 p.m.). Sixth form students must sign out using the card reader system situated outside of Student Services and sign back in when they return by 2.05 p.m. at the latest. It is essential that students adhere to this procedure as the electronic sign in system serves as an accurate register of who is / isn't on site in the event of an emergency evacuation of the school site.



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Permission for lunch time sign out will be granted to students automatically. Parents/Carers can contact us (sixthform@heber.org.uk) to withdraw permission for lunch time sign out for their son / daughter if they wish.

The school leadership and sixth form team reserve the right to withdraw permission for lunch time sign out for any reason such as school events, required revision activities, or individual students not meeting expectations in terms of inappropriate behaviour, poor attendance / punctuality, or insufficient progress in lessons.

2. Signing out Period 5

Where students have no timetabled session of any kind during a Period 5, they may be granted permission – subject to school agreement and parental permission - to sign out early before the end of the school day to **study from home**. This is on a day-by-day basis depending on a student's individual timetable. Permission must be granted by a parent/carer before this privilege will be agreed. Students will also be required to confirm that they agree to abide by all the terms in this policy and the student handbook.

As with lunchtime sign outs, students must sign out by scanning their RFID badges on one of the card readers situated by Student Services or in the Sixth Form Centre. It is essential that students adhere to this procedure as the electronic sign in system serves as an accurate register of who is / isn't on site in the event of an emergency evacuation of the school site.

Permission for Period 5 sign out will **not** be granted to students automatically. Students will be required to meet our base expectations for attendance, punctuality, work ethic and conduct before agreement for Period 5 sign out will be confirmed. The exact parameters will be clearly shared with students.

The school leadership and sixth form team reserve the right to delay / withdraw permission for Period 5 sign out for any reason such as school events, required revision activities, or individual students not meeting expectations in terms of inappropriate behaviour, poor attendance / punctuality, or insufficient progress in lessons. Period 5 sign out privileges will not be granted during the first month of each academic year (i.e. during September).

Form Tutors will have an electronic record of all students who have been granted permission to sign out, which will be cross referenced during afternoon (p.m.) registration each day. Students who leave site without permission will be subjected to consequences which may include compulsory attendance to sixth form support sessions after school, to make up the time.

3. Signing out and back in during the school day

Notwithstanding the terms outlined in paragraphs 1 and 2 of this document, Year 12 and Year 13 students are only permitted to leave the site if they have an unavoidable appointment scheduled during the school day (e.g. dentist or medical). Absences for medical appointments should be supported by medical evidence and notified in advance wherever possible. This can be in the form of a dated GP/Nurse/Dentist/Orthodontist/Opticians



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appointment card, a dated note from the medical professional, a compliment slip signed and dated, a prescription, or proof of prescribed medication relating to a current illness.

Students should present the medical evidence to their tutor in advance or to staff at student services. If no medical evidence is received, the absence will be coded as unauthorised and may result in parents / carers being contacted.

4. Use of Silent Study periods

Silent Study periods are staffed lessons used for study, revision and independent research. Students are allocated a minimum of four periods per fortnight. Attendance is compulsory and is monitored, and unauthorised absence will be followed up. Consequences of unauthorised non-attendance will result in losing P5 sign out privileges the following week, and may also include, making up the time after school and / or withdrawal of lunch time sign out privileges until a consistently high attendance pattern is re-established.

During Years 12 and 13 students are encouraged to develop their own time management and organisation. Students have independent study periods (non-contact time) on their timetable where they are expected to work quietly in school. Where students are not making expected progress support will be provided via additional guidance and silent study slots.

5. Responsibility for students whilst off site

When sixth formers leave the school site at lunch or period 5 sign out, they are not within the care/control of the school and will be responsible for their own actions however students remain accountable to the school for their behaviour outside of the school site.

6. Off-site behaviour

Students are ambassadors for the school and any young person near / around the school site or seen within the village is automatically assumed to be a student here by residents. Therefore, it is imperative that all students conduct themselves in a manner that conforms to the high standards and expectations of the school.

If the school receives complaints about the conduct of our students from residents or other members of the public, we reserve the right to revoke all sign out privileges individually or collectively including lunch and Period 5.

SIGNATURES

Please sign below to confirm acknowledgement to the terms outlined in our Attendance Agreement and P5 Sign Out Agreement



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Student Contact Details:

Please provide your personal email address and mobile phone number below. These will not be shared with any third party and will only be used to contact you about school matters. By providing these details, you are agreeing for us to use these details for those purposes.

Email Address:

Mobile Phone Number:

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Our school management information system (MIS) – Arbor – has a facility for Parents / Carers to update other personal / contact details if necessary.

Student Signature:

I acknowledge, understand and agree to abide by the terms of the Attendance Agreement and the P5 Sign Out Agreement

Student Name		Date	
Signed			

Parent Signature:

I acknowledge the terms of the Attendance Agreement and the P5 Sign Out Agreement. I have indicated below my agreement or otherwise to my son / daughter being allowed to sign out of school early when permission is granted by the school.

I do / do not give permission for my child _____ to sign out early if school permission is granted (please delete as appropriate)

Parent Name		Date	
Signed			