BISHOP HEBER HIGH SCHOOL

RESPECT • OPPORTUNITY • ACHIEVEMENT

Ofsted Outstanding Provider

CHILD PROTECTION & SAFEGUARDING POLICY

(INC. LOW LEVEL CONCERNS POLICY, SEXUAL HARM & HARASSMENT & YOUNG CARERS POLICY)

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 prospective on safeguarding relation with Children's Service; the Children's Commissioner for England June 2010

"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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CHILD PROTECTION & SAFEGUARDING POLICY

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CHILD PROTECTION & SAFEGUARDING POLICY

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1. Introduction

What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of children is defined as:

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

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.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of safeguarding children and child protection
- Equipping children with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting students who have been abused in accordance with his/her child protection plan;
- Establishing a safe environment in which children can learn and develop.

1.1 School Commitment

Bishop Heber High 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, https://www.cheshirewestscp.co.uk/ and is in line with "Working Together to Safeguard Children" (2018) https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 and Keeping Children Safe in Education (2022)

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 create this safe environment the school has certain statutory duties and responsibilities set out within:

- The Education Act, 2002, HM Guidance;
- Keeping Children Safe in Education, 2022;
- Working Together to Safeguard Children, 2018
- Sexual Violence and Sexual Harassment between children in schools and colleges 2021 (now contained within Keeping Children Safe in Education as statutory guidance)
- The Statutory Framework for the Early Years Foundation Stage

These duties are listed below:

1.2 Duties

To provide a safe environment the Governing Body, Headteacher and the Senior Leadership Team of the school will:

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Lead (DSL) and all members of the school community, have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however unusual or sensitive these may be;
- Cultivate an ethos within the school community where all adults feel comfortable and supported to bring safeguarding issues to the attention of the Headteacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children;
- Establish and maintain an environment where children feel secure, are encouraged to talk without coercion and are listened to.
- Ensure children know that if they are worried, they can talk to adults in the school;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies and are fully committed to the provision of Early Help;
- Ensure all adults working with children are aware of the role of Cheshire West's Safeguarding Children partnership.
- Include opportunities in the Personal, Social, Health & Citizenship Education (PSHCE) & Relationship and Sex Education (RSE) curriculum for children to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk (including E-safety) as is appropriate to their age, stage of development and level of understanding;
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with families and agencies as far as possible;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote student health and safety;
- Promote safe practice and challenge unsafe practice in line with procedure;

- Ensure that procedures are in place to deal with allegations of abuse against staff, supply staff and volunteers: *HM Government Guidance Keeping Children Safe in Education, 2022, Part 4: Allegations of abuse made against teachers and other staff* (also set out within the Local Interagency Procedures)
- Put in place and promote robust anti-bullying, including cyber bullying, homophobic, transphobic and hate crime strategies;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;
- Provide support and planning for young people in custody and their resettlement back into the community*;*
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity, child sexual and criminal exploitation, radicalisation and extremism, contextual safeguarding and violence/knife crime in the community.
- Tackle child on child abuse and sexual violence and sexual harassment through RSE/PSHCE sessions, ensuring all students are aware of the school's zero tolerance position and how this will be managed through the school's Behaviour and Discipline and Sexual Harm and Sexual Harassment policies. Additionally, all staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Ensure all staff are aware of contextual safeguarding (extra-familial harm) and the risks of abuse posed to children outside of the family context.

2. Responsibilities

The school will identify harm and maintain safety by:

- Ensuring each member of staff has access to and is aware of the school's Child Protection and Safeguarding Policy.
- Ensuring discussions between the DSL and the Headteacher and Chair of Governors take place on a regular basis to inform them of any issues and ongoing investigations.
- Ensuring safeguarding is prioritised as a standing item during the weekly SLT meeting.
- Ensuring the school's Child Protection and Safeguarding Policy is reviewed regularly by the named DSL and Chair of Governors.
- Everybody having a duty to safeguard children inside and outside the school environment including school trips, extended schools, activities and vocational placements;
- Involving parents/carers and providing advice/guidance regarding safeguarding;
- Maintaining a student focus and listening to them;
- Recognising signs of concern, especially with students who may be vulnerable;
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard and by ensuring these records follow the child throughout their educational career;

- Taking appropriate actions to address concerns about a student's welfare in partnership with other organisations and safeguarding agencies;
- Informing all staff and volunteers who the Designated and Deputy Designated Safeguarding Leads for the school are.
- Providing PSHCE/RSE including raising awareness with children in what are and are not acceptable behaviours.

PSHCE/RSE input will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:

- The availability of advice and support in their local area and online;
- Recognising and managing risks in different situations, including on the internet;
- Judging what kind of physical contact is acceptable and unacceptable;
- Recognising when pressure from others, including people they know, threatens their personal safety and well-being
- Developing effective ways of resisting pressure;
- Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur;

Our school will ensure that students are made aware that information can be found on the school website, on the Staying Safe noticeboard (by the Year Leader Office in the History corridor) and in the files section of the Staying Safe Microsoft® Team and via the Staying Safe Bulletin, as well as from pastoral staff and the safeguarding leads.

Our school's arrangements for consulting with and listening to students are through the pastoral system such as Form Tutors and Year Leaders, via the School / Year Councils and through student voice activities including student questionnaires.

We make students aware of these arrangements via tutor time discussion, assemblies, e-mail communications, and via the Staying Safe Bulletin and Staying Safe Team.

2.1 The roles and responsibilities of the Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL)

An appropriate member of the school's leadership team has been assigned to the role of Designated Safeguarding Lead. They have received appropriate training and are supported in their role:

Designated Safeguarding Lead: **Ms U Mort** Supervised by: **Mr D Curry**

A Deputy Designated Safeguarding Lead (DSL) has been appointed and will provide additional support to ensure the responsibilities for safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Designated Safeguarding Lead in dealing with referrals, attending case conferences and supporting the child/children. They have received appropriate training and are supported in their role:

Deputy Designated Safeguarding Lead: **Ms S Vaughan** Supervised by: **Ms U Mort**

The DSL and DDSL will act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with children's social care and other relevant agencies over cases of abuse and allegations of abuse, regarding children. As the school takes children from 3 other local authorities, namely Wrexham, Shropshire and Cheshire East, the DSL and DDSL will seek support from the relevant agencies in these areas when required.

The Headteacher, Mr Curry and the Deputy Headteacher Mr Ridley Thomas are also DSLs in the absence of Ms Mort and Ms Vaughan.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding students. The Designated Safeguarding Lead will ensure a structured procedure within the school which will be followed in cases of suspected abuse.

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead are responsible for the following:

2.1.1 Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies;
- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;
- Liaising with the Headteacher to inform him/her of any issues and ongoing investigations. The Designated Safeguarding Lead will ensure there is always cover for this role on the school site in the event of their absence;
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm is in place and that the school contributes to assessments of need and actively supports multi-agency planning for those children;
- To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child
- the immediate safety and wellbeing of the child
- discussing the matter with other agencies currently known to be involved with the child and family
- the child's wishes and feelings

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Integrated Access Referral Team (I-ART) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately ***OR***
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to invite the parent or carer to engage with a Team Around the Family assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented on the child's safeguarding file.

The Designated Safeguarding Person is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Headteacher who will follow the Managing Allegations Procedure outlined by the CWaC Safeguarding Children Partnership and inform the Local Authority Designated Officer (LADO) – LADO Referral Form.

Low level concerns reported to the Headteacher should be shared with the safeguarding lead if the concern is deemed not to meet LADO threshold of harm. The DSL and Personnel Manager should then keep a record of these concerns which are reviewed in order to be able to identify a pattern of behaviour – these concerns should not be contained in the employee's file (see Low Level Concerns Policy Appendix 9).

Action following a child protection referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with the allocated social worker or team manager in the event of absence
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- endeavour to share all reports with parents prior to meetings

- where in disagreement with a decision made by Children's Social Care e.g. not to apply child protection procedures or not to convene a child protection conference**,** follow the formal Escalation Process in respect of resolving professional disagreements/escalation process https://www.cheshirewestscp.co.uk/policy-and-procedures/escalation-and-resolution-policy/
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform i-ART (0300 123 7047)

2.1.2 Raising Awareness

- Working with the governing body to ensure that the School's Safeguarding Policy is updated and reviewed annually;
- Ensuring that, in order to avoid conflict and mistrust, parents are aware that referrals may be made and of the role of the School;
- Ensuring that when children leave the school, their Safeguarding/Child Protection File is discussed as soon as possible with the Designated Safeguarding Person at the new school;
- Making sure that the Safeguarding/Child Protection File is transferred separately from the main student file within 5 days of transfer; It should be posted recorded delivery to the Designated Safeguarding Lead at the new school, sent electronically via CPOMs or delivered directly by hand and a signature received, unless the child is leaving year 11 and not going to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance;
- Where the new school is not known, alerting the Education Welfare Service at Cheshire West and Chester Council so that the child's name can be included on the database for missing students and appropriate action taken to ascertain the safety of the child;
- Cascading safeguarding advice and guidance issued by Cheshire West's Safeguarding Children Partnership and government guidance and legislation;
- Raising awareness to students by ensuring effective curriculum provision with the school's PSHCE and RSE programmes alongside assemblies that deal with safeguarding themes and communicating key safeguarding messages via the safeguarding pages on the school website, the Staying Safe noticeboard and in the files section of the Staying Safe Microsoft® Team and via the Staying Safe Bulletin.

2.1.3 Training

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead need to attend the multi-agency 1-day "Working Together" Level 3 course in Safeguarding provided by Cheshire West's Safeguarding Children Partnership and then the half day Child protection and SMART planning workshop. This training then needs to be updated by attending a **half day** refresher course, every **2 years,** unless the Designated or Deputy Designated Safeguarding Lead feels they require a repeat of the full 1-day course.
This will enable more time to attend additional courses in areas such as Child Exploitation, Neglect and Domestic Abuse.

The Level 3 training will enable the Designated or Deputy Designated Safeguarding Lead to:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral by using the Continuum of Need thresholds;
- Have a working knowledge of how to support the Team Around the Family, how Cheshire West's Safeguarding Children Partnership operates, how a child protection case conference is conducted, and be able to attend and contribute effectively to all planning meetings when required to do so;
- Be able to keep detailed, accurate and secure written records of referrals/concerns.

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Designated and Deputy Designated Safeguarding Leads will ensure **all** staff and **all** members of the governing body have undertaken appropriate safeguarding training.

All staff and governors will be expected to undergo endorsed Basic Awareness in Safeguarding training within the first term of their employment/placement/position, which will be refreshed on a regular basis (at least every 3 years), to enable them to understand and fulfil their safeguarding responsibilities effectively.

In addition, all staff members should receive regular safeguarding and child protection updates including online safety (for example: via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive:

- a copy of a safeguarding summary document **(Appendix 1)** prior to starting work
- induction training to ensure that staff

    - have an overview of the organisation
    - understand its purpose, values, services and structure
    - are able to recognise/identify signs of abuse which may include:

        - significant changes in children's behaviour;
        - deterioration in children's general well-being, including mental health
        - unexplained bruising, marks or signs of possible abuse or neglect;
        - children's comments which give cause for concern;
        - any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or

- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of personal information (e.g. phone numbers, email, social networking) or images.

- know that they must report any concerns immediately they arise and to whom and are aware of the whistle-blowing policy and procedures.
- understand confidentiality issues.

3. Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff, so that everyone knows what to do if concerned about a child;
- Sufficient resources and time are allocated to enable the Designated and Deputy Designated Safeguarding Leads and other staff to discharge their responsibilities, including undertaking the Lead Professional role in the Team Around the Family, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;
- They personally, along with other senior leaders, undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel;
- Allegations against a member of staff are referred in a timely manner to the Local Authority Designated Officer (LADO) if appropriate.

4. Roles and Responsibilities of the Governing Body

The Governing body is collectively responsible for the school's safeguarding arrangements and ensuring that all staff are aware of their safeguarding responsibilities. The Designated Safeguarding Governor will undertake initial Safeguarding training to understand their Role and Responsibilities. Ideally, all governors will undertake the Basic Awareness Safeguarding training with their school.

Allegations of abuse made against the Headteacher are reported to the Chair of Governors and referred to the Local Authority Designated Officer (LADO).

The Governing Body will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- Sufficient governors are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported;
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- There are policies and procedures in place for dealing with complaints and/or allegations against staff, including the Headteacher and any subsequent staff disciplinary hearings;
- There is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Headteacher/Designated Safeguarding Lead, and to provide information and reports to the Governing Body. The Designated Safeguarding Governor should be supported by the Chair of Governors;
- The Headteacher, and all staff who work with children, will undertake a full and endorsed Basic Awareness Safeguarding training regularly (at least every 3 years) and have access to regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- The Designated and Deputy Designated Safeguarding Leads attend at least a minimum of Level 3 multi-agency course every two years
- Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

5. Identifying Concerns

"Early identification and provision of help is in the child's best interest and results –services which deliver and support families are vital in promoting children's wellbeing."

"All who come into contact with families have a part to play in identifying these children whose needs are not being adequately met."

The Munro Review of Child Protection Part 1 : A systems analysis Professor Eileen Munro.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

If concerns are identified, the child may be spoken to in order to ascertain whether abuse is occurring and may be done without prior consent from the child's parent/carer because the member of staff has a duty of care under 'loco parentis'. This would also be the case if the child is a witness to the abuse of another child or children e.g. bullying.

5.1 Definitions, signs and symptoms and types of abuse:

A child: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health;

Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. 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 another child or children.

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

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

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

frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic abuse
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 (see subsection (4));
(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).

Safeguarding students/students who are vulnerable to extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Bishop Heber High School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Bishop Heber High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

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.

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

This risk assessment will be reviewed as part of the annual s175 that is monitored by the local authority and the Safeguarding Children Partnership.

Our school, like all others, is required to identify a Prevent **Single Point of Contact** (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism (this will normally be the Designated Safeguarding Lead). The SPOC for Bishop Heber High School is Ms U Mort (Designated Safeguarding Lead). The responsibilities of the SPOC are described in **Appendix 5.**

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 SPOC and to the Designated Safeguarding Lead if this is not the same person.
Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Safeguarding students/students who are vulnerable to exploitation, forced marriage, honour based violence, female genital mutilation, sharing of nudes or semi-nude images/videos, sexual violence and sexual harassment or trafficking and modern slavery.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

Child criminal exploitation. As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. Some of the following signs may be indicators of criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation

- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

County Lines is a form of criminal exploitation whereby gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

HBA/Forced Marriage or FGM - So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM__-_FINAL.pdf

(pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf.

If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM mandatory reporting duty FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in

England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Forced marriage - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

With pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Sharing of nudes or semi-nude images/videos
Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

This only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

On this basis current advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues current advice addresses.

'Youth produced sexual imagery' best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this covers are:

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

For the best way to respond to these issues, staff should read the following advice: https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Sexual Harm and Sexual Harassment (see separate Sexual Harm and Harassment policy appendix 11)

Sexual harm and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual harm and/or sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual harm and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk. Staff should be aware of the importance of:

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

What is sexual harm and sexual harassment?

Sexual Harm
It is important that school and college staff are aware of sexual harm and the fact children can, and sometimes do, abuse their peers and other children in this way and that it can happen both inside and outside of school/college.

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to

engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

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

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- penetration of the anus, vagina or mouth with a penis without consent, or of someone under 13, is rape

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

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence. It is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature); and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;

    - o sharing of unwanted explicit content;
    - o upskirting (is a criminal offence141);
    - o sexualised online bullying;
    - o unwanted sexual comments and messages, including, on social media;
    - o sexual exploitation; coercion and threats.

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

The response to a report of sexual harm or sexual harassment

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can actually lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process within the school. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

For the best way to respond to these issues, staff should read the following advice:
https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges and refer to the school's separate Sexual Harm and Harassment Policy (appendix 11).

Child trafficking and modern slavery
Child trafficking and modern slavery are forms of child abuse where children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual exploitation, benefit fraud, forced marriage, domestic servitude such as: cleaning, childcare, cooking, forced labour in factories or agriculture and criminal activity such as: pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Trafficked children experience multiple forms of abuse and neglect. Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

Children are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of the child, family or community. They may threaten families, but this isn't always the case, they may promise children education or persuade parents their child can have a better future in another place. Sometimes families will be asked for payment towards the 'service' a trafficker is providing e.g. sorting out travel documentation or transport. Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers.

Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of child trafficking – a child cannot legally consent so child trafficking only requires evidence of movement and exploitation.

Our Child Protection and Safeguarding policy, through the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

- Bishop Heber High School keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation
- Bishop Heber High School staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum
- Bishop Heber High School works with and engages our families and communities to talk about such issues
- Bishop Heber High School staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible
- The School Designated Safeguarding Lead knows where to seek and get advice as necessary

- Bishop Heber High School brings in experts and uses specialist material to support the work we do

Safeguarding students who are victims of child on child abuse

There is no clear definition of what child on child abuse entails. However, it can be captured in a range of different definitions:

- **Domestic Abuse**: relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
- **Child Sexual Exploitation**: captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
- **Harmful Sexual Behaviour**: refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);

- **Serious Youth Crime / Violence**: reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

Child on child abuse can refer to any of the above individually or as a combination, therefore professionals working with children and young people who are experiencing abuse from their peers and other children must respond to the needs of each of the definitions to uncover the level of complexity and respond in the most effective manner.

It is possible that a young person may be sexually exploited in a gang related situation by their boyfriend or girlfriend.

Key Areas Where Child on Child Abuse Occurs

Bullying (including Cyberbullying)
Bullying is defined as "behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally". Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of groups. It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. A child that is being bullied can feel like there's no escape because it can happen wherever they are, at any time of day or night.

There are many different forms of bullying:

- **'Cyberbullying'**: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;
- **Racist and Religious Bullying**: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- **Sexual, Sexist and Transphobic Bullying**: includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls;
- **Homophobic Bullying**: targets someone because of their sexual orientation (or perceived sexual orientation);
- **Disablist Bullying**: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victim's disability.

It is important to remember that bullying can also be a combination of the above. There has been much media attention surrounding children and young people who have committed suicide due to being bullied. Professionals must understand the damaging and at times fatal effects bullying can and does have on children and young people and be able to respond to it effectively.

Child Sexual Exploitation (CSE)

Many of the warning signs and indicators of CSE tend to refer to adult perpetrators, e.g. associations with older boyfriends / girlfriends, relationships or associations with risky adults and / or entering or leaving vehicles driven by unknown adults. As per the revised definition of CSE it "occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity". The key element of CSE is the imbalance of power and control within the exploitative relationship. Many children and young people are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. Children and young people are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies, often the nature of child on child exploitation encompasses a sense of peer pressure and wanting to fit in. In child on child exploitation, schools and youth clubs are also locations where children and young people can be exploited.

Harmful Sexual Behaviour Including sharing of nudes or semi-nude images/videos
Sexually harmful behaviour from young people does not always occur with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse. This also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'.

Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be committing a criminal offence.

Gang Activity and Youth Violence
A child or young person can be exploited (sexually and / or physically) by a gang, but this is not necessarily the reason why gangs are formed. The Office of the Children's Commissioner has defined Child Exploitation in gangs and groups as:

- **Gangs** - mainly comprising men and boys aged 13-25 years old, who take part in many forms of criminal activity (e.g. knife crime or robbery) who can engage in violence against other gangs, and who have identifiable markers, for example a territory, a name, or sometimes clothing.

- **Groups** - involves people who come together in person or online for the purpose of setting up, co-ordinating and / or taking part in the sexual exploitation of children in either an organised or opportunistic way. Types of exploitation may include using sex as a weapon between rival gangs, as a form of punishment to fellow gang members and / or a means of gaining status within the hierarchy of the gang. Children and young people may be forced to gain entry into the gang by carrying out an initiation process which may be harmful to them and / or may inflict harm to others. Where abuse

takes place in a gang environment, female members may perceive the abuse as normal, as well as accepting it as a way of achieving a respected status / title within the gang.

Domestic Violence
Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and / or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and / or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

At Bishop Heber High School we recognise that abuse is abuse and it will never be tolerated or passed off as 'banter', "just having a laugh", or "part of growing up". We also recognise that child on child abuse, although more likely to be reported by girls as victims and boys as perpetrators, can be experienced by all genders or identities. All reports of abuse will be taken seriously.

At Bishop Heber High School allegations of child on child abuse are recorded on CPOMS, monitored by the DSL/s. Any concerns will be investigated and dealt with in line with our safeguarding and anti-bullying policies alongside any other policies as appropriate. Victims, perpetrators and any other child affected by child on child abuse will be supported through targeted intervention. Referrals will be made to other multi-agency practitioners as needed for each individual case.

Mental Health
All staff should 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day to day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact through out childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Safeguarding policy and speaking to the designated safeguarding lead or deputy. -see appendix 6.

There should be clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support and this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has

produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.
https://westcheshirechildrenstrust.co.uk/new-ways-of-working/recovery-model/

5.2 Disclosure

> *"Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young person and consider first and foremost how that situation must fell for them. "*
>
> ***Lord Laming 2009***

All members of staff, volunteers and governors must know how to respond to a student who discloses abuse, and they must be familiar with procedures to be followed.

It takes a lot of courage for a child to disclose that they are being abused. They may feel disloyal, ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

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

During your conversation with the student:

- Allow them to speak freely.
- Remain calm and do not over react – the student may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the student.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student's mother thinks about all this. Use TED – **T**ell me about that, **E**xplain that to me, **D**escribe that…
- At an appropriate time tell the student that in order to help them you must pass the information on.
- Respect the child's personal space. Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the student what will happen next.
- Report verbally to the Designated Safeguarding Lead.

- Write up your conversation as soon as possible on CPOMs
- Seek support from the DSL or DDSL if you feel distressed
- If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Anybody can make a referral.

6. Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff, governor or volunteer, if confided in by a student, must never guarantee confidentiality to that student.

Where there is a Safeguarding or Child Protection concern it will be passed immediately to the Designated Safeguarding Lead who will consider the most appropriate response, consulting with relevant partners if appropriate. In the absence of the Designated Safeguarding Lead, the member of staff must report it to one of the Deputy Designated Safeguarding Leads.

The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child, or the staff member is unable to contact them at the time.

The Headteacher or Designated or Deputy Designated Safeguarding Lead will disclose personal information about a student, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.
All staff must be aware that they have a duty to share information with other agencies in order to safeguard children as set out in 'Working together to Safeguard Children, 2018' and 'Keeping Children Safe in Education, 2022'.

Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

To share information effectively all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

7. Records and Monitoring

Child protection information will be stored and handled in line with the principles of the Data Protection Act 2018 and the General Data Protection Regulations to ensure that information is:

- Processed lawfully, fairly and in a transparent manner in relation to the data subject
- Collected for specified, explicit and legitimate purposes (in this case to meet statutory safeguarding requirements as set out in government legislation)
- Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed
- Accurate, and where necessary, kept up to date
- Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed (Child protection files should be passed on to any new school the child attends and kept until they are 25 (this is 7 years after they reach the school leaving age) (IRMS, 2016).)
- Appropriate security measures are in place to protect the personal data held
- Take responsibility for what [the school] does with personal data and how [the school] complies with the other principles. Are able to demonstrate compliance through ensuring appropriate measures and records are in place

Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. This must be done through a Subject Access Request (SAR). This information belongs to the child, who has a right to deny their parent's/carer's access to the file if they wish to do so – further information regarding SARs can be accessed here: *What about requests for information about children?* https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access/ . If any member of staff receives a request from a student or parent to see safeguarding/child protection records, they should refer the request to the Headteacher.

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

Any concerns about a child will be recorded in writing within 24 hours. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records will be signed, dated and where appropriate witnessed.

Where there are hard copies of records or reports relating to safeguarding concerns, these will be kept in a separate confidential file, securely stored away from the main student file. A pink sheet is inserted into the student's main school file to denote the existence of a separate file. Bishop Heber High School may also hold electronic records, for example, a record of concern log or a multi-agency referral form or a central list of those students who have a child protection plan in place. Most electronic records are stored on CPOMs. Authorisation to access these electronic records will be controlled by the Designated Safeguarding Lead.

Bishop Heber High School uses CPOMs to keep records of concerns about children, even where there is no need to action the matter immediately.

Records will be kept up to date and are reviewed by the DSLs weekly. Original notes will be retained as evidence if there are criminal proceedings arising from current or historical allegations of abuse or neglect or civil actions.

Timely and accurate recording will take place when there are any issues regarding a child. A record of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded in chronological order and kept within the confidential file for that child.

Safeguarding is a standing item on SLT link meeting agendas as well as their meeting agendas with Year Leaders. The Year Leader can also discuss any concerns raised during Inclusion Meetings with the DSL or DDSL. The outcomes of these meetings are shared with SLT and records kept.

Support and advice will be sought from Children's Social Care, the Local Authority Designated Officer (LADO) or other relevant agencies, whenever necessary and recorded.

If the child moves to another setting the safeguarding file should be sent by registered post or electronically if a CPOMs user, immediately to the Designated Safeguarding Lead at the new setting, making sure that the Safeguarding file is transferred separately from the main student file. There must be liaison between the two Designated Safeguarding Leads, in order to ensure a smooth and safe transition for the child.

Where the new school is not known, the Educational Welfare Service and student tracking officer at Cheshire West and Chester should be informed so that the child can be included on the data base for missing students and action taken to ascertain the safety and wellbeing of the child and that the child is receiving their right to education.

8. Supporting Children

"The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies."

Working Together to Safeguard Children 2018

Some children may have an increased risk of harm. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

CHILD PROTECTION & SAFEGUARDING POLICY

(INC. LOW LEVEL CONCERNS POLICY, SEXUAL HARM & HARASSMENT & YOUNG CARERS POLICY)

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- Children with special educational needs and disabilities or physical health issues – staff must consider whether their behaviour, mood and injury may relate to possible abuse and not just their SEN or disability; be aware that they have a higher risk of peer group isolation; there is a possibility of a disproportionate impact of bullying; and they may have difficulties with communication.
- Looked after children and previously looked after children
- Living in a domestic abuse situation (now defined in law as victims)
- Affected by parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, sexuality or gender identity disorder
- Involved directly or indirectly in child sexual exploitation or child trafficking
- Do not have English as a first language
- Children who need a social worker (Child in Need and Child Protection Plans)
- Children missing from education
- Children requiring mental health support
- Care leavers
- Children with family members in prison

(Special consideration includes: the provision of safeguarding information, resources in community languages and accessible formats and extra pastoral support.)

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum;
- A school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- Implementation of the school Behaviour Policy which is aimed at supporting vulnerable students. The school will ensure that the student knows that some behaviour is unacceptable but they are nonetheless valued and are not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the student, such as Children's Social Care, Youth Offending service and Education Psychology Service;

- Raising awareness to the school community of Operation Encompass and the school's involvement with Cheshire Police.
- Ensuring that, where a student subject to a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

9. 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.

Young Carers

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability. Many young carers may experience:

- Social isolation
- A low level of school attendance
- Some educational difficulties
- Impaired development of their identity and potential
- Low self-esteem
- Emotional and physical neglect
- Conflict between loyalty to their family and their wish to have their own needs met

Where a young carer is identified, the child's needs will be considered using the Team around the Family process.

10. Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2022. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking prohibition to teach, Disclosure and Barring checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- All new appointments will attend a face to face interview as part of the appointment process with at least one person on the panel with formal Safer Recruitment training
- An enhanced DBS Check is obtained for **all** new appointments where an individual will 'regularly' have contact with our students, which will include a barred list/prohibition from teaching check for all new teaching staff
- This school is committed to keep an up to date single central record detailing a range of checks carried out on our staff
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- Identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA
- All shortlisted candidates will have an online search of publicly available information carried out as part of the school's safer recruitment due diligence.

11. Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, are expected to follow the policies and procedures in the same way *as paid staff*.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

We will ensure all volunteers receive guidance on the parameters of their role and what to do if they have concerns before they start their work with the school.

12. Safe Staff

Checks will be undertaken corresponding to Safer Recruitment procedures on all adults working in the school to establish their suitability to work with children.

All school staff will 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 with or in view of other adults.

If an allegation is made against another member of staff, supply staff or volunteer, or guest the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the

Headteacher is not present. The Headteacher or most senior teacher will then consult with the Local Authority Designated Officer (DO).

Allegations against the Headteacher are reported to the Chair of Governors and referred to the Local Authority Designated Officer (DO) via the DO referral form LADO Referral Form.

The Headteacher can be contacted via dcurry@heber.org.uk

The Chair of Governors can be contacted via sanderson@bishopheber.cheshire.sch.uk or via the Clerk to the Governors jashley@heber.org.uk

13. Conduct of Staff

> *"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"*
> **"Sounding the Alarm" – Barnardos)**

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

Staff will have access to Keeping Children Safe in Education (2022) on appointment/induction and have read Part 1 and Annex B as a minimum.

All staff should be aware of the dangers inherent in:

- Working alone with a child
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to, and receiving gifts from, children and parents
- Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites
- Disclosing personal details inappropriately
- Meeting students outside school hours or school duties
- Making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images

If any member of staff has reasonable suspicion that a child is suffering harm and fails to act in accordance with this policy and Cheshire West Safeguarding Children Partnership procedures, this will be viewed as misconduct, and appropriate action will be taken.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

13.1 Allegations (see Staff Code of Conduct for whistleblowing details)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

a. behaved in a way that has harmed, or may have harmed, a child;

b. possibly committed a criminal offence against or related to a child; or

c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

d. behaved or may have behaved in a way that indicates they may not be suitable to work with children

We will apply the same principles as in the rest of this document and will always follow the Cheshire West Safeguarding Children Partnership Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely and a hard copy will be placed in a confidential envelope within the relevant staff personnel file.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be with foundation. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage

- The Headteacher will consult with the Local Authority Designated Officer (DO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to i-ART and/or the police for investigation
- Consideration will be given throughout to the support and information needs of students, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation
- If consideration needs to be given to the individuals employment, advice will be sought from Human Resources

14. Supporting Staff

It is important not to underestimate the difficulty for both staff and managers in confronting what appear to be poor professional standards or unacceptable conduct by a colleague in an environment, which of necessity is dependent on close working relationships. It must also be recognised that it is very rare for a teacher to commit offences in the manner of Teacher A. However some of the allegations were of such a serious nature, particularly those from children themselves that they constituted matters that should have been investigated under the child protection procedures.

North Somerset SCR – The Sexual Abuse of Children in a First School February 2012

We recognise that staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through anxieties with the Designated Safeguarding Lead or Headteacher and to seek further support, if necessary.

The Designated and Deputy Designated Safeguarding Lead and the Headteacher can seek personal support through the SCiE Team scie@cheshirewestandchester.gov.uk, CWASH Chair or other appropriate services.

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf This guidance provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of abuse.

15. 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 Headteacher prior to taking photographs/ videos of children and must only use school equipment unless given specific authorisation by the Headteacher
- 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.

16. Before and After School Activities and Contracted Services

Where the Governing Body transfers control or otherwise allows the use of school premises to external bodies (such as sports clubs) or service providers during or out of school hours, we will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers.

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.

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.

17. Covid-19

Whenever students are unable to attend school as a result of Covid-19, whether as a result of their own need to self-isolate or in response to school closure, the school will continue to prioritise students' well-being and safety.

Priority Student Provision
In response to any future lockdowns, the school will remain open to vulnerable students and children whose parents are critical key workers (Priority Student Provision). There would be an expectation that vulnerable children who have a social worker would attend school, so long as they do not have underlying health conditions that puts them at increased risk. In circumstances where a parent does not want to bring their child to an education setting and their child is considered vulnerable, the social worker and Bishop Heber High School will explore the reasons for this directly with the parent.

Critical Keyworkers are parents whose work is critical to the coronavirus (COVID-19) response and include those who work in health and social care and in other key sectors outlined in the most recent Government guidance.

Vulnerable children and young people include those who:

- are assessed as being in need under Section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;

- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
    - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
    - adopted children or children on a special guardianship order
    - those at risk of becoming NEET ('not in employment, education or training')
    - those living in temporary accommodation
    - those who are young carers
    - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
    - care leavers
    - others at the provider and local authority's discretion including students who need to attend to receive support or manage risks to their mental health.

Eligibility for free school meals (FSM) is and of itself is not a determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and Deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

During any period of lockdown, Bishop Heber High School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Mr David Hemlock – Designated Teacher.

Where parents are concerned about the risk of the child contracting COVID-19, Bishop Heber High School or the Social Worker would talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Attendance
Any absence as a result of Covid-19 will be marked in line with current Government guidance.

During any period of lockdown, Bishop Heber High School and social workers will agree with parents/carers whether children in need should be attending school.

Bishop Heber High School will then follow up on any student that they were expecting to attend, who does not. Phone calls will be made to the parents/carers in these circumstances.

To support the above, Bishop Heber High School will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Bishop Heber High School will notify their social worker.

Designated Safeguarding Lead/s

The optimal scenario is to have a trained DSL (or deputy) available on site when the Priority Student Provision is open. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

During any period of lockdown, Bishop Heber High School staff and volunteers will have access to a trained DSL (or deputy). The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a Concern

During any period of lockdown, where staff have a concern about a child, they should continue to follow the normal safeguarding procedures. This includes making a report to the relevant Year Leader or for concerns regarding safeguarding or child protection making contact via email/phone call to the DSL/DDSL, which should be done remotely the same day. This should then be logged on CPOMs.

If a concern is raised out of hours, the staff member should report the concern via email and alert the DSL Ms U Mort. If a response is not received, the staff member must continue to exhaust all contacts in the key contact section of this safeguarding policy – see appendix 2.

In the unlikely event that a member of staff cannot make contact with the DSL/DDSL from home, they should email the Headteacher. This will ensure that the concern is received.

Staff will be reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally over the phone and followed up with an email to the Headteacher to confirm the discussion.

Safeguarding Training and Induction

Where new staff are recruited, or new volunteers enter Bishop Heber High School during any period of lockdown, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will consider any DfE supplementary guidance on safeguarding children during the COVID-19 pandemic. Upon arrival, they will be given a copy of the receiving setting's Safeguarding policy, confirmation of local processes and confirmation of DSL arrangements.

Safer Recruitment/Volunteers and Movement of Staff

During any period of lockdown, it remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Bishop Heber High School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in KCSIE 2022.

Where Bishop Heber High School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in KCSIE 2022. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Bishop Heber High School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

Bishop Heber High School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) and the TRA's 'Teacher misconduct advice for making a referral'.

Whilst acknowledging the challenge of the pandemic, it is essential from a safeguarding perspective that during any period of lockdown the school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Bishop Heber High School would continue to keep the single central record (SCR) up to date as outlined in KCSIE 2022.

Volunteers

In response to the pandemic, Bishop Heber High School may use volunteers to assist in handing out and securing COVID-19 test kits to students and staff members. Other duties may be required such as building test kits, cleaning down areas and directing people (if applicable).

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

Volunteers who, on an unsupervised basis provide personal care on a one-off basis in Bishop Heber High School, will be in regulated activity. This means that if a volunteer is administrating a COVID-19 test whilst unsupervised, they will be in regulated activity and therefore require an Enhanced DBS with Barred List check (if applicable).

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

Online Safety in Schools and Colleges
During any periods of lockdown or when students are absent as a result of Covid-19, Bishop Heber High School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in the Priority Student Provision, appropriate supervision will be in place.

Children and Online Safety Away From School and College
It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with following normal expectations and where appropriate, referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Bishop Heber High School code of conduct.

Bishop Heber High School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider for virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background could be blurred.
- The live class could be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with students
- Staff should record the attendance of any sessions held.

Supporting Children Not in School
During periods of lockdown, vulnerable students will be identified and RAG rated according to need and will be called and emailed, by a team of specialist staff, according to their RAG status.

All communication will be logged including on PARs and where appropriate, CPOMs. Inclusion and Safeguarding meetings will continue to be held between the DSL, the DDSL and the SENDCo, and outcomes shared with SLT.

All tutors will make welfare calls to members of their tutor group. They will use a.m. and p.m. remote live registrations to make contact with members of their tutor group and will forward concerns regarding non-attendance or welfare to their Year Leader. Tutors will make weekly welfare checks to members of their

form following non-attendance or non- engagement in tutor time or following the communication of welfare concerns from staff and parents. All tutors will be reminded of the escalation process during school closure and will be advised how to keep themselves safe - including how to withhold personal numbers and the safe use of Microsoft® Teams to contact students remotely.

Students' attendance at lessons will be monitored. A 'No Show' email address and team of 'No Show' staff will ensure that parents are informed when their child does not attend live lessons.

During any periods of lockdown, students and parents at Bishop Heber High School will receive reminders of key safeguarding, well-being and mental health information, including online safety. A stayingsafe@heber.org.uk email address will be monitored daily Monday to Friday and students advised to use this should they have concerns regarding their safety. The school will share safeguarding messages on its website, via the Staying Safe Microsoft® Team and on social media pages.

Where the DSL identifies a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they will ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded and Bishop Heber High School will maintain a record of contact. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Bishop Heber High School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

When a vulnerable child is not in school, staff will inform both the Safeguarding Children in Education Team via the daily attendance returns, and the key worker, when the child is absent. Once the notification has been received this should trigger a multi-agency response to set out a plan of support for the child/young person whilst they are not attending.

Child on child Abuse

Bishop Heber High School recognises that during any period of school closure a revised process may be required for managing any report of such abuse and supporting victims**.** Where a school receives a report of peer-on-peer abuse, they will follow adhere to normal safeguarding expectations as outlined in this policy and KSCIE 2022.

Support for the DSL

The Governing Body/Headteacher will provide support and guidance as appropriate to enable the DSL to carry out their role effectively during any period of lockdown. This includes: remotely accessing Safeguarding files for the purpose of quality assurance, support, guidance and direction.

The Governing Body/Headteacher will also provide regular group and individual supervision sessions. This may take the form of an online meeting.

18. Links to other School Policies

This Policy will be read in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of Bishop Heber High School students.

- Code of Conduct for School Employees Policy inc whistleblowing procedure
- Children Missing Education Guidance and Procedures
- Single Equality Scheme
- Data Security and E-Safety
- Supporting Students with Medical Conditions Policy
- Health and Safety Policy
- Behaviour and Discipline Policy (inc drugs and Anti-Bullying)
- Attendance Policy

Where relevant:

- Individual Risk Assessments
- Health Care Plans, including Intimate Care.

CHILD PROTECTION & SAFEGUARDING POLICY

(INC. LOW LEVEL CONCERNS POLICY, SEXUAL HARM & HARASSMENT & YOUNG CARERS POLICY)

APPENDIX 1

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

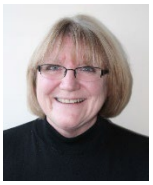
3. David Curry (Headteacher) and Mike Ridley Thomas (DHT) are also Deputy Designated Safeguarding Leads and you can report concerns to them in the unlikely event that you are unable to find the DSL/DDSL.


Mr D Curry


Mr M Ridley Thomas

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.
5. **Do not** ask leading questions that might give your own ideas of what might have happened, e.g. "did he do X to you?" Just ask, "what do you want to tell me?" or "Is there anything else you want to say?"
6. **Immediately** tell the DSL/DDSL unless they are the subject of the accusation – then 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 Anderson, who can be contacted via email sanderson@bishopheber.cheshire.sch.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.

CHILD PROTECTION & SAFEGUARDING POLICY

(INC. LOW LEVEL CONCERNS POLICY, SEXUAL HARM & HARASSMENT & YOUNG CARERS POLICY)

APPENDIX 2 - Essential Contacts

	Contact Details
Designated Safeguarding Lead	Ms U Mort (Deputy Headteacher) umort@heber.org.uk 01948 860 571
Headteacher	Mr D Curry dcurry@heber.org.uk 01948 860 571
Nominated Governor for Safeguarding	Mrs S Anderson sanderson@bishopheber.cheshire.sch.uk jashley@heber.org.uk
Chair of Governors	Mrs S Anderson sanderson@bishopheber.cheshire.sch.uk jashley@heber.org.uk
Deputy Designated Safeguarding Lead	Ms S Vaughan (Inclusion Manager) svaughan@heber.org.uk Mr D Curry dcurry@heber.org.uk Mr M Ridley Thomas mthomas@heber.org.uk 01948 860 571
Named Local Authority Designated Officer (DO)	Paul Jenkins - https://www.cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado/
Local Authority Safeguarding Children in Education Officer (SCiE)	Susie Sheasby - Chester and Chester Rural
Safeguarding Children in Education Manager (SCiE)	Kerry Gray – Kerry.gray@cheshirewestandchester.gov.uk
Local Authority Legal Services Helpline	07880781095 LegalHelplineCWACCommunityCareAndEducation@cheshirewestandchester.gov.uk maria.stelmach@cheshirewestandchester.gov.uk
Local Authority Human Resources	louise.odger@cheshirewestandchester.gov.uk
Integrated access and Referral Team *8.30-5pm Mon-Thurs* *8.30-4.30 Fri*	0300 123 7047
TAF Advisor	Hayley Bennett Hayley.bennett@cheshirewestandchester.gov.uk
Safeguarding Children Partnership	www.cheshirewestscp.org.uk 0151 356 6494
School Nurse	Laura Clews laura.clews@nhs.net

CHILD PROTECTION & SAFEGUARDING POLICY

(INC. LOW LEVEL CONCERNS POLICY, SEXUAL HARM & HARASSMENT & YOUNG CARERS POLICY)

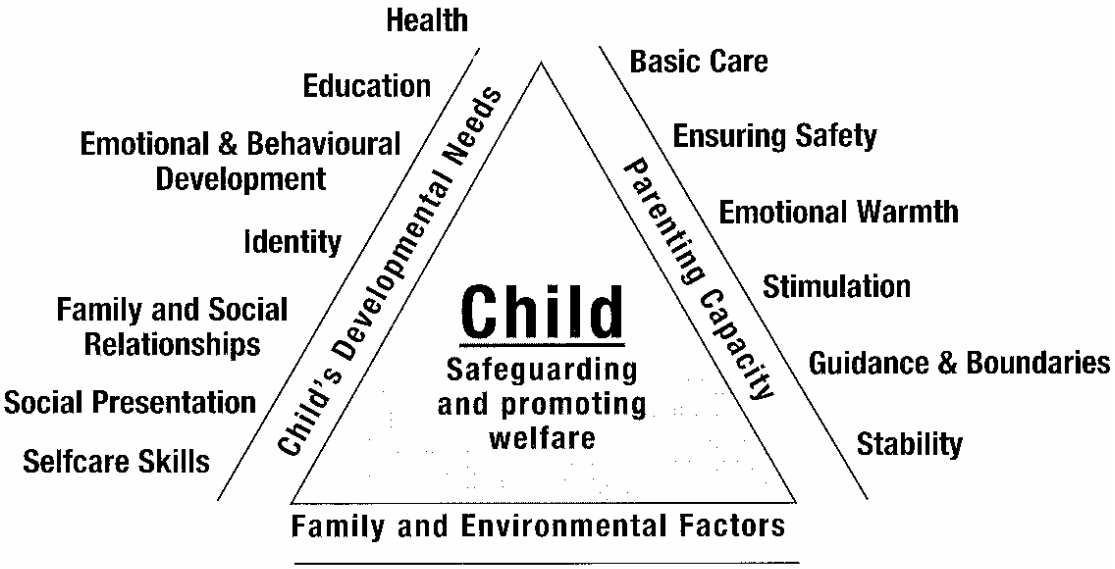
	Contact Details
CAMHS	01244 393200
Cheshire Police	0845 458 0000 or 101 for non emergencies 999 in case of emergency
Safer Schools Officer	Sergeant 5239 Andrew Cooper Youth Engagement Team / SSYP – Partnerships andrew.cooper@cheshire.pnn.police.uk
Neighbourhood Policing Officer	PCSO Jon Hurst for Malpas and Tattenhall areas jonathan.hurst@cheshire.pnn.police.uk PC Rachel McKevitt for Farndon rachael.mckevitt@cheshire.pnn.police.uk

CHILD PROTECTION & SAFEGUARDING POLICY

(INC. LOW LEVEL CONCERNS POLICY, SEXUAL HARM & HARASSMENT & YOUNG CARERS POLICY)

APPENDIX 3

Assessment Framework Triangle



Family History and Functioning

Wider Family

Housing

Employment

Income

Family's Social Integration

Community Resources

APPENDIX 4

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.

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.

4. 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.

5. 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.

6. Indicators of vulnerability include:

   - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   - Personal Crisis – the 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 or the 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 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 may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. 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.

8. More critical risk factors could include:

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

CHILD PROTECTION & SAFEGUARDING POLICY

(INC. LOW LEVEL CONCERNS POLICY, SEXUAL HARM & HARASSMENT & YOUNG CARERS POLICY)

APPENDIX 5

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

The SPOC for Bishop Heber High School is **Ms U Mort** who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing 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 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 from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable 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 approac*louise.odger@cheshirewestandchester.gov.uk. *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.*

CHILD PROTECTION & SAFEGUARDING POLICY

(INC. LOW LEVEL CONCERNS POLICY, SEXUAL HARM & HARASSMENT & YOUNG CARERS POLICY)

APPENDIX 6
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**	If concern is **Mental Health and Wellbeing**	If concern is **SEND** or **related to a child with SEND and/or an EHCP**
Refer to DSL/DDSL	Refer to Inclusion Leader (DDSL) or Pastoral Support Worker (PSW)	Refer to SENDCo in the first instance
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)	Action: • Low risk intervention: form tutor support • Medium risk intervention consider: - In-school Mental Health and Wellbeing mentoring with the Pastoral Support Worker - Referral to In-School Counsellor - Referral to School Nurse • High risk intervention: referral to CAMHS	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.

Actions identified should be undertaken by the person best placed to support the child. This could be the DSL, the DDSL/Inclusion Leader, the Pastoral Support Worker, 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 7

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.

APPENDIX 8

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.

- The school views young carers 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.

APPENDIX 9
Bishop Heber High School's Low-level Concerns Policy Framework for Children and Young People

CONTENTS

Section
1. Policy Statement
2. Roles, Responsibilities, and implementation
3. Aims
4. Definition
5. The importance of sharing low-level concerns
6. Reporting a low-level concern
7. Self-reporting
8. Response to a low-level concern
9. Outcomes
10. Recording
11. Training and Review
12. The Role of Governance
13. Review period

1. Policy Statement
1.1 At Bishop Heber High School staff are expected to behave appropriately. We promote a positive culture where staff behaviour that is not consistent with our standards or values is identified promptly as part of our strong safeguarding system.

1.2 This 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 Local Authority Designated Officer (LADO).

1.3 For the purpose of this policy, the term 'staff' will refer to any adult associated with Bishop Heber High 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.

1.4 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 and/or Personnel Manager.

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.

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 Bishop Heber High School are clear about professional boundaries and act within them, in accordance with the ethos and values of the School.

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 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.

4.2 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.

5. The Importance of Sharing Low-Level Concerns

5.1 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. Reporting a Low-Level Concern

6.1 In line with Bishop Heber High 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 the Personnel Manager.

6.2 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) and the Personnel Manager.

6.3 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.

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

7. Self-Reporting

7.1 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.

8. Response to a Low-Level Concern

8.1 In the event that a low-level concern is raised, it will be discussed between the DSL, the Headteacher and the Personnel Manager. The information will be reviewed to determine whether the behaviour:

i. is entirely consistent with Bishop Heber High 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.

8.2 Where necessary, Bishop Heber High School will initially seek the advice of the Safeguarding Children in Education (SCiE) team (maintaining the anonymity of the individual where possible).

8.3 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).

9. Outcomes

9.1 The behaviour is entirely consistent with Bishop Heber High School's Code of Conduct

The individual in question will be informed by the 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.

9.2 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, working with the Personnel Manager, 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.

9.3 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, Bishop Heber High School's whistleblowing/Allegations of Abuse Against Adults Policy will be followed.

10. Recording

10.1 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.**

10.2 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.

10.3 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. There will be regular review of this record.

10.4 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.

10.5 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.

10.6 If the low-level concern is raised about an individual who works with Bishop Heber High 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.

10.7 The Personnel Manager, the Headteacher, DSL and the Deputy DSL will be responsible for recording any concerns.

11. Training and review

11.1 Staff at Bishop Heber High School will receive high quality and appropriately pitched training on the low-level concerns policy – including how concerns should be shared, recorded and responded to.

11.2 A briefing about the low-level policy will be incorporated into the induction process for new staff

11.3 Staff at Bishop Heber High School will receive regular opportunities to discuss the policy and provide feedback including on what is regarded as working well and what they may have concerns about

11.4 The policy's implementation will be reviewed after a period (for example, 12 or 18 months) – to measure its impact, and identify and remedy any potential unintended consequences and/or inconsistencies between the policy's stated aims and its implementation in practice.

12. The Role of Governance

12.1 The Governing Body at Bishop Heber High School will be provided with regular updates about the implementation of the low-level concerns policy and any evidence as to its effectiveness. For example, by including reference to it in any safeguarding reports, and providing any relevant data.

12.2 The Governing Body will also review an anonymised sample of low-level concerns at regular intervals, in order to ensure that these concerns have been responded to promptly and appropriately.

13. Review Period

13.1 This policy will be reviewed on an annual basis.

CHILD PROTECTION & SAFEGUARDING POLICY

(INC. LOW LEVEL CONCERNS POLICY, SEXUAL HARM & HARASSMENT & YOUNG CARERS POLICY)

APPENDIX 10
SIXTH FORM STUDENTS – OFF SITE POLICY

1. Signing in and out of the building at lunch
Year 12 and Year 13 students are allowed to leave the site during lunch (13:30-14.00). Sixth Form students need to sign out using the card reader system situated outside of student services and sign back in when they return at 14.00. Students will leave at 13.30 by the top gates and return at 14.00 promptly to be let back in. It is essential that students adhere to this procedure as the electronic sign in system informs us as to who is present on site and serves as the register in the event of an emergency evacuation. This privilege may be withdrawn by the Director of Sixth Form (DoS) or Deputy Director of Sixth Form (DDoS) for inappropriate behaviour or insufficient progress in lessons. Parents/Carers will need to 'opt in' and grant permission by completing a Microsoft Teams survey.

2. Signing out Period 5
Where students have an independent study period, they can request, with parental permission to sign out early. A 'sign out' form must be completed by both parent/carer and the student and returned to the DDoS. The DDos or DoS will then sign out students at the gate by the AstroTurf. The register will be taken directly to student services. This privilege may be withdrawn by the DDoS or DoS for inappropriate behaviour or insufficient progress in lessons.

To ensure that students do not sign out at lunch and stay off site period 5 without permission, a member of Student Services staff will update PARS for PM registration so that tutors can track students who are absent without permission.

3. Signing out and back in during the school day
Year 12 and Year 13 students are only permitted to leave the site if they have an appointment scheduled during the school day (e.g. dentist or medical). Absences for medical appointments should be supported by medical evidence. This can be in the form of a dated GP/Nurse/Dentist/Orthodontist/Opticians 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 staff at student services, as they sign out. If no medical evidence is received, the absence will be coded as unauthorised.

4. Use of Silent study periods
Silent Study periods are incorporated into the timetable to allow for study, revision and independent research. Students are allocated a minimum of four periods a fortnight. These timetabled periods are registered and unauthorised absence will be followed up.

During Years 12 and 13 students are encouraged to develop their own time management and organisation in order to prepare them for Higher Education and employment. In addition, students have independent study periods on their timetable where they are expected to work quietly in school. Where students are not making expected progress the option to leave the site will be withdrawn and students will be given additional silent study.

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.

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

Appendix 11
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

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.

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 12) & the SCiE SV&H flowchart (Appendix 13)

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.
- 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?

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.

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.

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.

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 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.

CHILD PROTECTION & SAFEGUARDING POLICY

(INC. LOW LEVEL CONCERNS POLICY, SEXUAL HARM & HARASSMENT & YOUNG CARERS POLICY)

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.

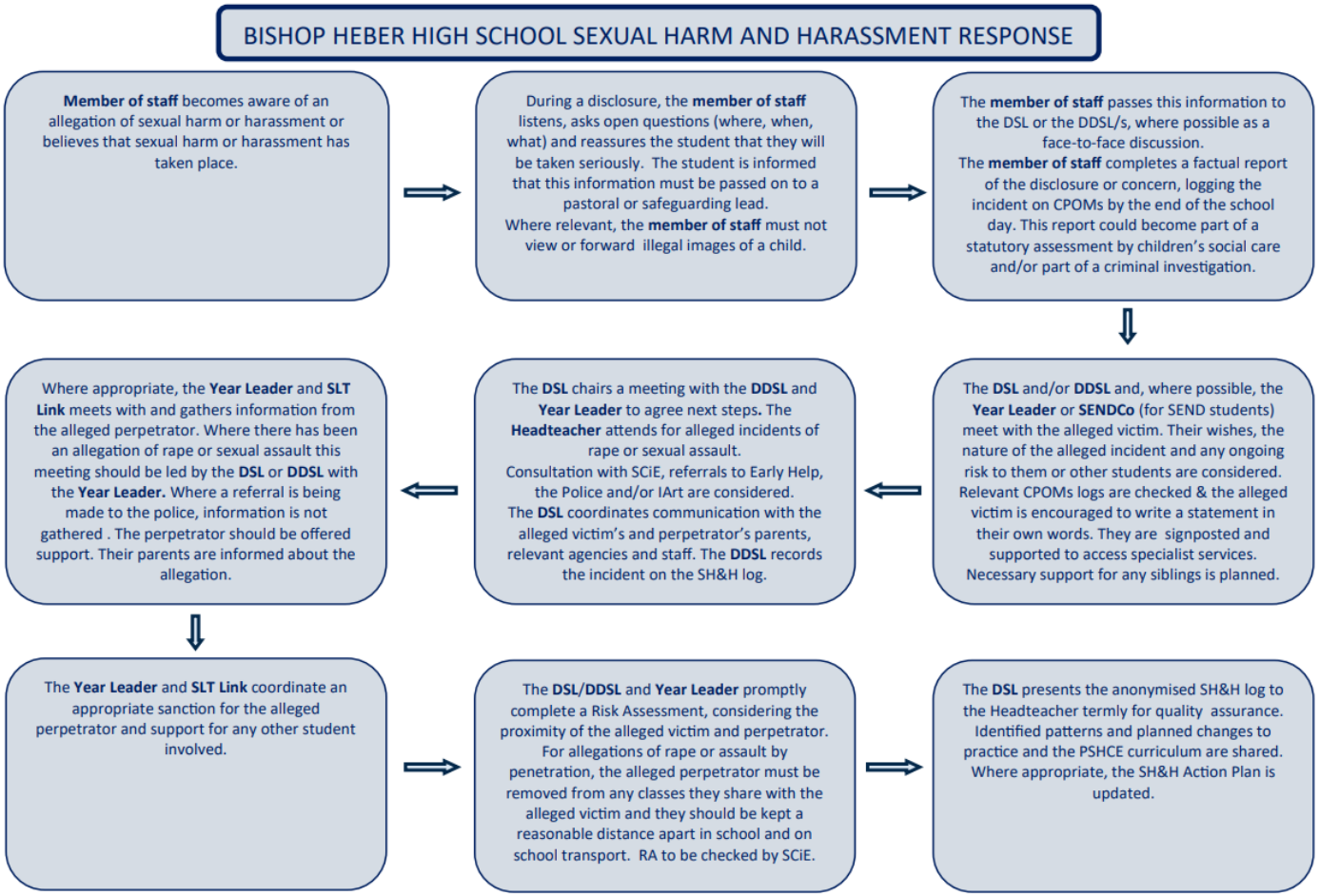
Children resident out of county but attending a Cheshire West and Chester school will be reported to Children's Social Care in the area where they live.

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.

CHILD PROTECTION & SAFEGUARDING POLICY

(INC. LOW LEVEL CONCERNS POLICY, SEXUAL HARM & HARASSMENT & YOUNG CARERS POLICY)

Appendix 12 – BHHS Sexual Harm & Harassment Response



CHILD PROTECTION & SAFEGUARDING POLICY

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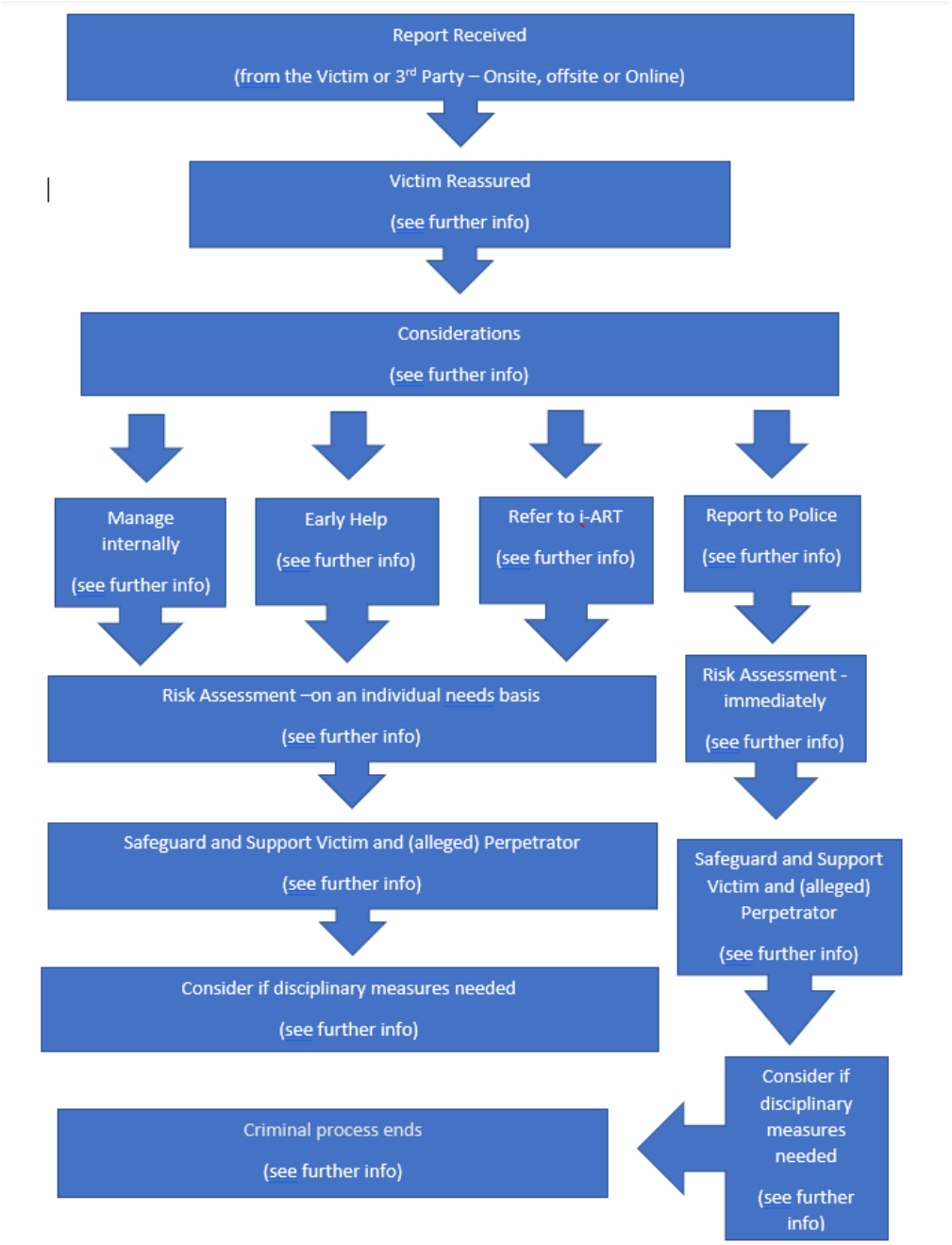
Appendix 13

SCiE: Sexual Violence and Sexual Harassment Flow-Chart

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



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
- 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.
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)

Appendix 14
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.

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).

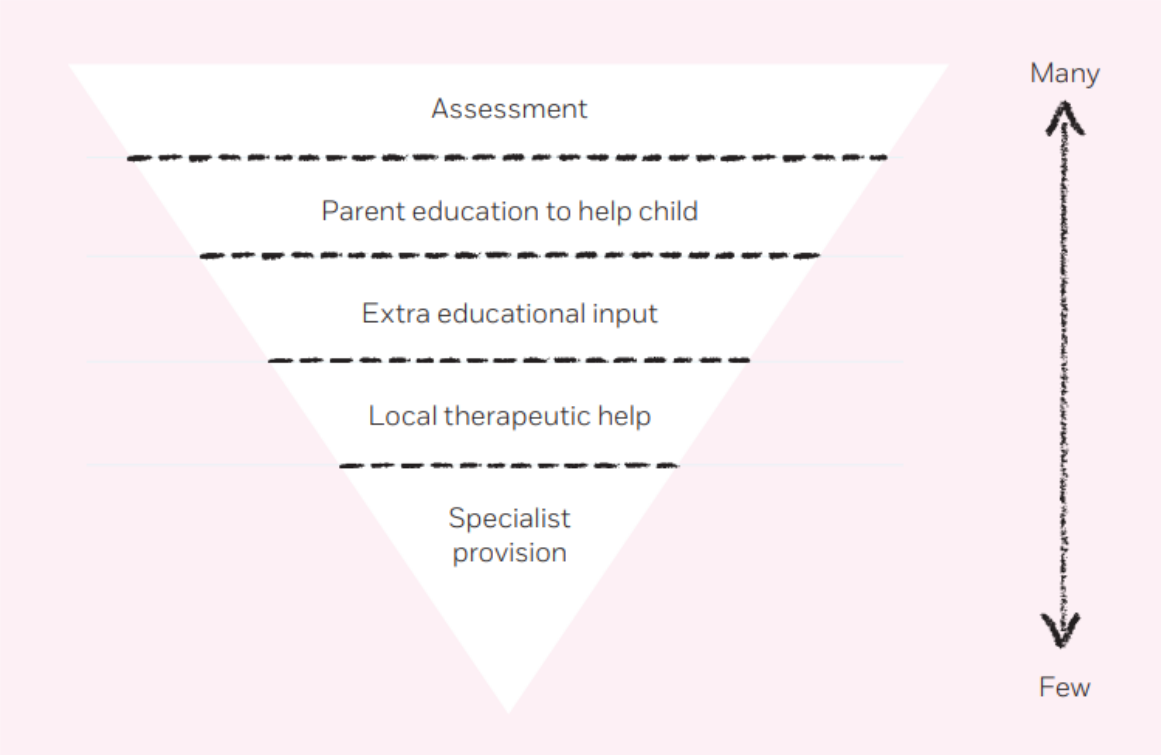
The wide range of harmful sexual behaviours shown by children and young people means their needs should be met in a variety of different placement contexts. These range from their own homes (most children and young people), general looked-after or care settings (the more disadvantaged and hard-to-manage 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.

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



CHILD PROTECTION & SAFEGUARDING POLICY

(INC. LOW LEVEL CONCERNS POLICY, SEXUAL HARM & HARASSMENT & YOUNG CARERS POLICY)

Appendix 15
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 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)