



Safeguarding and Child Protection Policy

Updated:	September 2023
Review:	August 2024 or as necessary
Responsible Member of Staff:	Sarah Bisschop, Designated Safeguarding Lead (Deputy Head Pastoral)
Responsible Governor:	Liz Hungin

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KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer (LADO)	<p>01296 382070</p> <p>Amanda Perkins (Department Head)</p> <p>Jonathan Kempster, Rachel Dawson and 2 full time equivalents</p> <p>Secure email: secure-LADO@buckinghamshire.gov.uk</p> <p>The LADO office is open from 9am – 5.00pm Monday to Thursday, and from 9am – 4.30pm on Friday</p>
Local Authority Children's Social Services	<p>Buckinghamshire Safeguarding Children Partnership</p> <p>https://www.buckssafeguarding.org.uk/childrenpartnership/</p> <p>First Response Team - 01296 383962</p> <p>First Response (Amanda Haydock) – 01296 383510</p> <p>Social Care - Out of Hours 0800 999 7677</p> <p>Buckinghamshire Family Information Service</p> <p>01296 383 293</p> <p>https://familyinfo.buckinghamshire.gov.uk/</p> <p>Buckinghamshire Grid for E-Safety</p> <p>https://www.buckssafeguarding.org.uk/childrenpartnership/professionals/e-safety-advice-and-information/</p>
Multi-Agency Safeguarding Hub	https://www.buckssafeguarding.org.uk/childrenpartnership/
To contact any local authority directly (enter postcode on this website)	https://www.gov.uk/report-child-abuse-to-local-council
Education Safeguarding Advisory Service	<p>First Response Team: 01296 383 962</p> <p>Out of Hours Emergency Duty Team: 0800 999 7677</p> <p>Safeguarding Officer Tracy Ireland: 01296 382 817</p> <p>secure-esasduty@buckinghamshire.gov.uk</p>
Barnardo's – Child Sexual Exploitation Service	https://www.barnardos.org.uk/what-we-do/protecting-children/sexual-abuse
Support and Advice about Extremism	<p>To report online material promoting terrorism or extremism</p> <p>https://www.gov.uk/report-terrorism</p> <p>https://www.met.police.uk/tua/tell-us-about/ath/possible-terrorist-activity/</p> <p>Police</p> <p>EMERGENCY: 999</p> <p>NON-EMERGENCY NUMBER: 101</p> <p>Child Abuse Investigation Unit: 101</p>

	<p>Local Authority Buckinghamshire Safeguarding Children Partnership TEL: 01296 383962 Out of Hours: Emergency Duty Team: 0800 999 7677 EMAIL: bscp@buckinghamshire.gov.uk</p> <p>Department for Education NON-EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk</p>
NSPCC Whistleblowing Advice Line	<p>Weston House 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk</p>
Operation Encompass (Domestic Abuse: Support for Children)	<p>Advice and helpline service for staff in educational settings.</p> <p>TEL: 0204 513 9990 8AM to 1PM, Monday to Friday</p>
NSPCC Report Abuse in Education Advice Line	<p>TEL: 0800 136 663 EMAIL: help@nspcc.org.uk</p>
Disclosure and Barring Service	<p>DBS Customer Services PO Box 3961 Royal Wootton Bassett SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dba.gov.uk</p>
Teaching Regulation Agency	<p>Teacher Misconduct Ground Floor South Cheylesmore House 5 Quinton Road Coventry CV1 2WT TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk</p>
OFSTED Safeguarding Children	<p>TEL: 0300 123 4666 (Monday to Friday from 8am to 5pm) EMAIL: CIE@ofsted.gov.uk</p>
Independent Schools Inspectorate	<p>TEL: 0207 6000100 EMAIL: concerns@isi.net</p>

KEY SCHOOL CONTACT DETAILS

Governors	<p>Chair of Governors Mr Malcolm Swift chairman@caldicott.com</p> <p>Nominated Safeguarding Governor Mrs Liz Hungin E.A.Hungin@caldicott.com 01494 681187</p>
Designated Safeguarding Lead (DSL) and Deputy Designed Safeguarding Lead (DDSL)	<p>DSL for the School and EYFS Ms Sarah Bisschop sib@caldicott.com 01753 649310 07775898945</p> <p>DDSL Mr Craig Legge cal@caldicott.com 01753 649300 07882 169687</p> <p>ADSL Mr Ed Harper erjh@caldicott.com 01753 649300 07969 883291</p> <p>Mrs Lindsay Pollicott LA.Pollicott@caldicott.com 01753 649 309 07985 358538</p> <p>Mr Tom Gloster TEHG@caldicott.com 01753 649 314 07972 923333</p>
Designated Teacher for Looked After Children	<p>DSL for the School Ms Sarah Bisschop sib@caldicott.com 01753 649310</p>
Head	<p>Mr Jeremy Banks hm@caldicott.com 01753 649303</p>

1. POLICY STATEMENT

Caldicott is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy applies to Caldicott ("the School") and includes the EYFS setting and is available on both the School website: <https://www.caldicott.com/about/policies/> and the Staff Portal: <https://intranet.caldicott.com/staff/home/staffdocs.php?f=safeguarding>

Links to other policies: This policy links to and should be read in conjunction with the school's policies on Behaviour, Anti-bullying, Learning Support Policy, Equality, On-line Safety, Images of pupils for record keeping and promotional purposes (photographs, videos and electronic media), Health and First Aid, Use of Physical Restraint, Child-on-Child Abuse, Prevent, Visiting Speakers, Whistleblowing, Relationships, Sex and Health Education (RSHE), and KCSIE 2023.

- 1.1 The policy is reviewed and updated whenever necessary to reflect safeguarding issues as they emerge and evolve, including lessons learnt, but annually as a minimum. It is ratified at the Governors' meeting each November and this is recorded in the minutes.
- 1.2 The school is committed to safer recruitment in education.
- 1.3 It is the responsibility of all members of staff*, teaching and non-teaching, to play an active role in ensuring that children who have specific needs e.g., those suffering from issues such as eating disorders, mental and physical health, and body image and self-harm, are supported along with those children who are at risk of harm or are suffering significant harm. The DSL (or in their absence, the DDSL or ADSLs) will contact Social Services for support in all these areas.
- 1.4 The governing body takes seriously its responsibility to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering from harm.
- 1.5 The Governing body, Head and SLT facilitate a whole school approach to safeguarding, ensuring it underpins all relevant aspects of process and policy development. All systems, processes and policies are designed to operate with the best interests of the child at their heart.
- 1.6 It is the role of the Head to ensure that the schools' policies and procedures are understood and followed by all staff.
- 1.7 All members of staff are expected to be aware of and follow the school Safeguarding and Child Protection procedures which follow South Bucks Child Protection and Safeguarding Procedures. The procedures comply with 'Working Together to Safeguard Children' (2018).
- 1.8 Staff need to be aware of their duty to report concerns, the guidance for identifying child abuse, what to do if a child makes an allegation of child abuse and issues around confidentiality.
- 1.9 Generally, it is the DSL who consults with local authorities and other outside agencies about pupils who are at risk or in need. However, anyone can make a referral. Contact

details are shown on pages 3 to 5 of this policy, or, to find a phone number, one can enter a postcode on this website: <https://www.gov.uk/report-child-abuse-to-local-council>
A member of school staff has a responsibility (under the government's directions) to act if he or she has concerns about the safety or welfare of a child and feels they are not being acted upon by the school.

1.10 **Deficiencies:** the head, staff and all adults should be aware that although this document is on an annual review cycle, interim amendments may occur, and any deficiencies immediately rectified. In these circumstances, you will be notified and will be required to read and be familiar with the amended document.

1.11 **Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:**

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

1.12 **The aims of the policy are:**

1.12.1 To support the child's development in ways that will foster security, confidence, and independence. The policy endeavours to keep the child's best interest at the forefront of all practice.

1.12.2 To provide an environment in which children and young people feel safe, secure, valued, and respected, and feel confident, and know how to, approach adults if they are in difficulties, believing they will be effectively listened to.

1.12.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

1.12.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children. The policy and its procedures aim to highlight the value and importance of early intervention wherever possible.

1.12.5 To develop a structured procedure within the school, this will be followed by all members of the school community in cases of suspected abuse.

1.12.6 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

1.12.7 To provide good lines of communication with trusted adults, supported friends and an ethos of protection.

1.12.8 To recognise and protect our children who may be vulnerable to radicalisation or exposed to extremist views.

1.13 This policy has regard to the following guidance and advice:

- **Keeping Children Safe In Education** (September 2023) ("**KCSIE**") [KCSIE](#)
 - [Disqualification Under the Childcare Act 2006 \(updated 2018\)](#)
 - [What to do if you're worried a child is being abused - Advice for Practitioners \(2015\)](#)

- [Sexual violence and sexual harassment between children in schools and colleges \(2021\)](#)
- **Working Together to Safeguard Children** (dated 2018 but updated 2020) ("WT") [Working Together \(2018\)](#) WT refers to the non-statutory advice: Information sharing (July 2018)
 - [Safeguarding practitioners information sharing advice \(2018\)](#)
- **Prevent Duty Guidance** for England and Wales (April 2021) ("Prevent") Prevent is supplemented by non-statutory advice and a briefing note:
 - [Prevent duty guidance \(2021\)](#)
 - [The use of social media for online radicalisation \(2015\)](#)
- **Relationships education, relationships and sex education** (RSE) and health education (September 2021)
 - [Relationships education - relationships and sex education RSE and health education \(2021\)](#)
- **Behaviour in schools** (September 2022)
 - [Behaviour in Schools](#)
- **Working together to improve school attendance** (May 2022)
 - [Working together to improve school attendance](#)
- **Keeping children safe in out of school settings** (April 2022)
 - [Keeping children safe in out of school settings](#)
- **Digital and technology standards in schools and colleges** (March 2023)
 - [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges](#)
- **The DDCMS / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people"** (December 2020)
 - [Sharing nudes and semi nudes advice for education settings working with children and young people \(2020\)](#)
- **The Charity Commission Guidance Safeguarding and protecting people for charities and trustees** (2022)
 - [Safeguarding duties for charity trustees \(2022\)](#)

This policy also has regard to:

- **National Minimum Standards for Boarding Schools (September 2022)** (DFE)
- **The Children Acts 1989 and 2004** (Legislation.gov.uk)
- **Education Regulations 2016** (DFE)
- **Independent Schools Standards – April 2019** (DFE)
- **Safeguarding Vulnerable Groups Act 2006** (Legislation.gov.uk)
- **The Protection of Freedoms Act 2012** (Legislation.gov.uk)
- **The Education Act 2002** (Legislation.gov.uk)
- **Serious Crimes Act 2015** (Legislation.gov.uk)
- **DBS Barring Referral Guidance – updated 12 May 2016** (Disclosure and Barring Service)
- **Making barring referrals to the DBS – 20 November 2017** (Disclosure and Barring Service)

- **Teacher misconduct: regulating the teaching profession Updated September 2018** (DFE; National college for Teaching and Leadership)
- **Use of Reasonable Force in Schools 2013** (DFE)
- **Preventing and Tackling Bullying July 2017** (DFE)
- **Channel Duty Guidance – 2015** (HMG)
- **HM Government advice on Information Sharing - updated in July 2018** (HMG)
- **Sexual Violence and Harassment (September 2021) (“SVSH”)** (DFE)
- **Teaching online safety in school (June 2019)** (DFE)
- The use of social media for online radicalisation - July 2015 (DFE)

This policy considers the procedures and practice **of Buckinghamshire Council** as part of the inter-agency safeguarding procedures set up by the Buckinghamshire Safeguarding Children Partnership.

2. SAFE SCHOOL, SAFE STAFF

2.1 We will ensure that:

- 2.1.1 All members of the governing body understand and fulfil their responsibilities. There is a designated Governor responsible for overseeing safeguarding. The governing body annually review the school's policies and procedures and the efficiency with which the related duties have been discharged.
- 2.1.3 We have a Designated Safeguarding Lead (DSL), a deputy (DDSL) and 2 additional (ADSL), all of whom have undertaken the necessary Safeguarding Training and who undertake to update their training at least every 2 years.
- 2.1.4 The Head and all other staff and governors, have child protection awareness training, to be arranged by the DSL on a regular basis, in line with the advice of the BSCP (Bucks Safeguarding Children Partnership), to maintain their understanding of safeguarding issues, including the signs and indicators of abuse.
- 2.1.5 All members of staff, volunteers, and governors are provided with child protection awareness training at induction. They know how to respond to a pupil who discloses abuse and who to discuss a concern with.
- 2.1.6 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding Policy on the school website.
- 2.1.7 We seek to ensure that in line with Part 3 of KCSIE 2023, all staff working within our school have been checked as to their suitability to work with children by adhering to statutory responsibilities to undertake checks on all staff, including verification of their identity, qualifications, a satisfactory Enhanced DBS check and Barred List check

(where appropriate), as well as online searches and taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Those undertaking management posts will be subject to prohibition from management of independent schools' checks. If 'homestays' were arranged in the UK, parents (and others over 18) hosting children will be subject to an enhanced DBS and a barred list check. It is not our normal practice to arrange homestays.

The Childcare (Disqualification) Regulations 2009 ("the Regulations") provide that a person who is disqualified under the Regulations may not provide relevant childcare or be directly involved in the management of such provision. Further, the Regulations provide that we are prohibited from employing a disqualified person in connection with relevant childcare provision and it is an offence to knowingly employ such an individual.

Disqualification means disqualification from providing childcare. The full list of criteria for disqualification can be accessed here: [Disqualification under the childcare act 2006](#). The highlights are as follows:

- a) inclusion on the Disclosure and Barring Service (DBS) Children's Barred List;
- b) being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the Regulations;
- c) certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the Regulations;
- d) refusal or cancellation of registration relating to childcare, or children's homes, or being prohibited from private fostering, as specified in Schedule 1 of the Regulations;
- e) living in the same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the Regulations;
- f) being found to have committed an offence overseas which would constitute an offence regarding disqualification under the Regulations if it had been committed in any part of the United Kingdom.

The disqualification requirements apply to the following staff:

- Early years provision - any member of staff who provides any care for a child up to and including reception age. This includes breakfast clubs, lunchtime supervision and after school care provided by the school both during and outside of school hours for this early years' age range.
- Later years' provision, for children under 8 – save that the Regulations do not apply to education or supervised activity for children above reception age during School hours or in after school or co-curricular educational clubs. However, the Regulations do apply to before school settings, such as breakfast clubs and after school provision that would constitute childcare.

- The Regulations also apply to staff who are responsible for managing either the early or later years' provision in that setting. We are required to use our judgement to determine who is covered.

In order to demonstrate compliance with the Regulations it is important that we make you aware of the legislation, including the fact that the categories of worker affected may be disqualified by association if they live in the same household as a disqualified person or in a household where a disqualified person is employed.

We are also required to take steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified by association. With this in mind you must inform the Head or HR Manager immediately of any circumstance that may impact on your suitability to work with children in accordance with the Regulations. You may be required to complete an annual self-declaration form to ensure that the information we hold in this regard is up to date.

Any failure to disclose such information may be treated as a disciplinary matter in accordance with the school's Disciplinary Procedure. If you are unsure as to whether you are covered by the Regulations or whether a disclosure is required, you must seek guidance from the HR Manager.

DISCLOSURE OF CIRCUMSTANCES IMPACTING ON YOUR SUITABILITY TO WORK WITH CHILDREN

Staff are required to notify the school immediately if there are any reasons why they should not be working with children. You must immediately disclose to the Head:

- any circumstances in which you are cautioned for, convicted of or charged with a criminal offence;
- any circumstances impacting on your suitability to work with children; and
- any medical conditions or medication that may impact on your suitability to work with children and/or the safety of pupils and/or staff generally.

A failure to make such a disclosure may be considered a disciplinary matter and could lead to dismissal. If you are unsure whether a particular circumstance impacts on your suitability to work with children you must seek guidance from the HR Manager.

Waiver of disqualification

When the school becomes aware that a member of staff meets the disqualification criteria, the implications will be explained and the individual will be advised that they can apply to Ofsted for a waiver of disqualification. In this circumstance the school is required to:

- Ask new staff (full, part-time, self-employed and unsupervised volunteers) to complete and sign a declaration confirming that they do not meet the "disqualification/disqualification by association" criteria.
- Ask existing staff to complete and sign a Declaration that they do not meet the "disqualification by association criteria".

- Record, on the Single Central Register, that a self-declaration form has been completed (but not the result of the yes/no Declaration).
- Obtain further information and undertake an immediate risk assessment on any member of staff who provides a positive response to the declaration question.
- Inform Ofsted of any individuals meeting the disqualification or “by association” criteria within 14 days.

2.1.8 All members of the SLT have undergone Safer Recruitment training through Educare.

2.1.9 A single central record of appointments is kept for audit. We operate safe recruitment procedures in compliance with Independent School Standards Regulations and this is reflected in the School’s Safer Recruitment, Selection and Disclosures Policy and Procedure.

2.1.10 We will seek assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school’s pupils on another site.

2.1.11 We will ensure that all child protection concerns or allegations against adults working in school are referred to the LADO (Local Authority Designated Officer) for advice.

2.2 Our procedures will be annually reviewed and updated. Any deficiencies or weaknesses in the procedures will be remedied without delay.

2.3 The name of the Designated Safeguarding Lead and their deputy will be clearly publicised in the school. Appendix C of this document outlines their full role and responsibilities.

2.4 All new members of staff will be given a copy of our Safeguarding and Child Protection Induction pack which includes either links to, or paper copies of the Safeguarding Policy, the Staff Code of Conduct, the Whistleblowing Policy, On-line Safety Policy, Pupil Behaviour Policy, and Part 1 (and Annex A and B) of the latest version of KCSIE. It also has the DSL’s and DDSL’s names clearly displayed, as part of their induction into the school.

2.5 The DSL produces a termly and an annual safeguarding report for the governors demonstrating how Caldicott is meeting its statutory responsibilities for safeguarding. This report will be shared with Bucks.

2.6 This policy is available publicly on the school’s website.

3. MONITORING AND EVALUATION

The school monitors and evaluates its safeguarding policy and procedures through the following activities:

- Pupil surveys and questionnaires
- PSHEE discussions
- Governing Body monitoring
- Child Protection Files
- Frequent scrutiny of attendance data and termly absence/behaviour audits by Heads of Year
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the pastoral team and the governing body
- Regular review of parental concerns
- Regular review of the use of ICT rooms and after school activity programme

4. PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

4.1 The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility. The School adopts a 'whole school' approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

Parents are encouraged to raise any concerns directly with the School, if necessary, using this safeguarding policy for concerns about the safety and/or welfare of children. Parents may contact the ISI directly if they wish.

The School has arrangements for listening to children and providing early help. These include frequent reminders in assemblies regarding adult availability, trained Student Listeners, an Independent Outside Listener, clearly displayed posters of organisations such as Childline, access to a Counsellor who visits the school weekly and also referrals through Everlief if required. Boys are also able to reach out through the weekly Wellbeing Survey, Black Box or Virtual Black Box.

4.2 Types and signs of abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse and/or
- neglect.

Staff are referred to and must read Appendix A of this policy for further detail on the types of abuse and possible signs of abuse, as well as further information regarding specific safeguarding issues such as child criminal and/or sexual exploitation.

If staff suspect or hear any allegation or complaint of abuse, exploitation, or neglect from a child or any third party, they must act immediately and follow the relevant procedure below.

Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

The guidance, *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the UK GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and neither the DPA 2018 or the UK GDPR prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead (DSL).

4.3 If a child wishes to make a disclosure to a member of staff, they staff should:

- Listen very carefully.
- Not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.
- ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report
- Reassure the child that the allegation/complaint will be taken seriously and that they will be supported and kept safe
- Avoid any leading questions like 'Did he/she do X to you?' (Whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.)

- Ask 'open' questions like 'can you tell me what has happened' if clarification is required, try to use the following tool
 T – tell me ...
 E –explain ...
 D –describe...
- Make written notes as soon as possible, including anything that you have said.
- Do not investigate what the child has disclosed.
- Do not tell the person about whom the child has complained.
- Contact the DSL, or DDSL or ADSLs.

How to log a concern on *MyConcern* or complete a Concern Form and write a report on what you have been told:

- Whenever possible, staff should use MyConcern: <https://www.myconcern.education/>, to log concerns. Click on "Report a concern" and complete the form as prompted.
- If this option is not practicable for whatever reason, Concern Forms are available as hard copy from the Front Office, Teachers Working Staff Room, Support Staff Tea Room, or any member of the safeguarding team. A copy is also available in Appendix 3 of this policy.
- Complete the form, noting the date, time, the child's name, and your name.
- Try to use the child language
- Note the 'who/what/where/when' of the allegation.
- Note your own opinion if it is relevant, preferably with justification.
- Reflect on why you have logged the incident.
- Hand the report to the DSL, or DDSL or ADSLs.

The record should be a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome. The information should be kept confidential and stored securely, ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in Parts one and two of KCSIE 2022

Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or their deputy).

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by ensuring that there are systems in place, that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The School operates its processes with the best interests of the pupil/s at their heart.

4.4 Procedure for staff reporting a concern about a child

4.4.1 What staff should do if they are concerned about a child

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the DSL or DDSL to agree a course of action, (although staff can make a direct referral to children's social care).

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe; they should maintain an attitude of "it could happen here".

If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

4.4.2 What staff should do if a child is in danger or at risk of harm

When an allegation of abuse, exploitation or neglect is made, the member of staff who either knows of, is told of, or strongly suspects any incident of abuse occurring in the school between pupils, or to a child of the school at home or outside the school, must report the information the same day to the DSL or in his absence to the DDSL or ADSLs who will immediately contact Children's Social Care Services.

If staff (including governors, supply staff, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, a referral to children's social care and/or the Police must be made. Normally the DSL would make this call, but anyone can make a direct referral to children's social care. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

Any member of staff to whom an allegation of abuse, exploitation or neglect is made should reassure victims that they are being taken seriously and that they will be supported and kept

safe. This is in order that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. No victim should ever be made to feel ashamed for making a report.

Interaction guidelines in 4.3 above should be followed when dealing with the child concerned and staff should stop asking any more questions as soon as the child or adult has disclosed that he or she believes that something abusive has happened to him or her, or to someone else.

In addition, they should:

- Tell the informing child or adult that the staff member will now make sure that the appropriate people are brought in to follow the problem up (these will include the specialist social worker and that worker may need to involve the police).
- Ask the informing child or adult what steps they would like to be taken to protect them now that they have made an allegation and assure them that the school will try to follow their wishes.
- Make a written record as soon as possible, of what they have been told and make a copy of this available to the DSL (or the DDSL or the ADSLs).
- Remember that all matters relating to child protection are confidential.

Any staff member to whom an allegation of abuse, exploitation or neglect is made should also ensure they act professionally at all times and establish good practice to minimise their own vulnerability to allegations.

4.5 Investigations into Child Abuse are Always Externally Managed

- Members of the school do not investigate reports of abuse themselves.
- Alleged victims, perpetrators, those reporting abuse and others involved will not be interviewed by members of staff beyond the point at which it is clear that there is an allegation of abuse.
- The interviewing of children and adults, if necessary, will be carried out externally by specially trained staff only, following procedures in line with government requirements and in the light of the recommendations of past inquiries into the handling of child abuse issues.
- The school acknowledges that its policy will inevitably lead to some investigations by external agencies being triggered, which do not substantiate the allegations made, as well as those that do.
- It is a basic assumption that it is better to endure some 'false alarms' than to fail to initiate specialist investigation of instances of real abuse by Children's Social Care Services:

If a child has been harmed, there is a risk of immediate harm or the situation is an emergency contacting children's social care and as appropriate the police immediately is necessary.

The School's local safeguarding authority is the Buckinghamshire Safeguarding Children Partnership. The Schools *Continuum of Need Threshold Guidance Document* is based on BSCP's *Continuum of Need incorporating Threshold Guidance* document.

<https://www.buckssafeguarding.org.uk/childrenpartnership/>

4.6 When an Allegation is passed on

On receiving an allegation of abuse, including alleged abuse by one or more pupils against another pupil, the DSL (or the DDSL or the ADSLs) should:

- Take steps needed to protect any child involved from risk of immediate harm. This may involve allocating an appropriate member of staff, as far as possible a person chosen by the child him/herself, to stay with him or her. Similarly, an Inspector receiving an allegation of abuse at the school may stay with the child concerned until suitable arrangements for his or her protection are made.
- Not interview or investigate the allegation further, but refer the matter the same day to First Response
- Speak personally to the Children's Social Care Services and not rely on leaving a message.
- Follow advice about contacting parents, other staff, police, doctor or alleged perpetrator or witnesses directly and agree any necessary next steps in relation to:
 - i. Informing a child's parents (there are circumstances where it would be inappropriate to inform parents immediately an allegation has been made).
 - ii. Medical examination or treatment for the child (again, there are circumstances where medical evidence will be needed). Immediate protection may be needed for a child who has been the victim of abuse.
- Take immediate and appropriate steps to protect the child who has given information about abuse and any child against whom an allegation has been made (each of these may now be at risk).
- Inform other people at the school who need to know (including any other member of staff) of the allegation and its investigation. Experience has shown that knowledge of an allegation or impending investigation can lead to a serious risk to the informant from the alleged perpetrator, or 'covering up' of evidence that may be sought by police such as collections of child pornographic photographs, or to pressure being applied to others to remain silent.
- Inform the child or adult who made the initial allegation of what the next steps are to be, having agreed these with the Children's Social Care Services Advisor.
- Inform the Head (unless they are the subject of the allegations or suspicions) of the allegations and the action taken as above and agree necessary further action in line with these standards. It is the Head who makes the decision whether to suspend from duty, pending investigation, any staff member who is alleged to have abused a child or children, taking into account the advice of the LADO or police.
- Take any steps for the longer-term protection and support of each child who has made allegations of abuse, or is alleged to have suffered from abuse, taking his or her wishes into account.
- Take any necessary steps to protect and support a child who is alleged to have abused another.

- Where the allegation has been made by a member of staff, remind them of the school Whistle-Blowing Policy that covers instances where an allegation has been made in good faith by any person or persons and such persons have complete immunity for their actions

5. CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside school. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Early Help

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

- Is disabled or has certain health conditions and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health, and care plan);
- Has a mental health need;
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking, or sexual or criminal exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Has a family member in prison, or is affected by parental offending;
- Is experiencing, or is at risk of experiencing family ostracism;
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- Is a privately fostered child; and
- Is persistently absent from education, including persistent absences for part of the school day.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Buckinghamshire Safeguarding Children Partnership and School's: [Continuum-of-need Threshold Guidance](#). The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

Children who need a social worker (Children in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

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

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Mental Health Support

The School has an important role to play in supporting the mental health and wellbeing of its pupils. 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. The School aims to prevent health problems by promoting resilience as part of a whole school approach to social and emotional wellbeing of our pupils and there is a strong component of emotional awareness and resilience training in our PSHEE delivery.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with the various external agencies we partner with. More information can be found in the DfE. [Mental Health and Behaviour in Schools Guidance](#). Public Health England has produced a range of resources to support teachers to promote positive health, wellbeing, and resilience among young people.

6. SUPPORTING STAFF

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

upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

7. PARENTS

In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation or place the child at further risk. In such cases, advice will be sought from the LADO or Social Services.

8. RECORD KEEPING AND CONFIDENTIALITY

- All records relating to Safeguarding and Child Protection preceding October 2018 are held in the locked Filing Cabinet, in the Deputy Head Pastoral's Office. All records from October 2018 onwards are logged via *MyConcern*, the software used for recording and managing all safeguarding concerns.
- All records relating to Safeguarding and Child Protection (adult) are held in a locked filing cabinet accessible only by the DSL, DDSL and Head.
- We recognise that all matters relating to safeguarding are confidential. Guidance about sharing information, can be found in the guidance document 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).
- The Head or DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the First Response Team on this point.
- Caldicott will retain these records until the child is 25 years old. They will then be destroyed in a responsible manner.

9. RISK OF RADICALISATION – WHAT STAFF SHOULD DO IF A CHILD IS SEEN AS AT RISK

Staff should follow the School's normal referral processes when there are concerns about children who may be susceptible to extremist ideology and radicalisation. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into

terrorism they must call 999 or contact the BSCP Prevent Lead. Advice and support can also be sought from children's social care.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, Safeguarding Committee and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised. All staff also undergo Prevent Training through Educare.

10. FGM – WHAT STAFF SHOULD DO IF THEY DISCOVER AN ACT OF FEMALE GENITAL MUTILATION ("FGM")³¹

Staff must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix A of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

11. WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS THAT CHILDREN ARE AT RISK OR INVOLVED WITH SERIOUS VIOLENT CRIME

All staff should be aware of indicators which may signal that children 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, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care.

12. HOW SHOULD STAFF RESPOND TO AN INCIDENT OF NUDES AND SEMI-NUDES BEING SHARED BY PUPILS

All members of staff in an education setting have a duty to recognise and refer any incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by children under the age of 18 online. This could be via

social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible.

The DSL will follow the DDMSC/UKIS guidance: [Sharing nudes and semi nudes advice for education settings working with children and young people \(2020\)](#) when responding to a report of sharing nudes and/or semi-nudes. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process
- If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the School's Child Protection and Behaviour policies.
- If it is determined that there is a risk of harm, the DSL must make a referral to children's social care and/or the police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Head. Records will be kept in line with statutory requirements set out in the latest version of *KCSIE* and local safeguarding procedures. No copies of imagery will be taken or retained.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. Staff should notify the DSL immediately, who will inform the Police as a matter of urgency.

13. WHAT STAFF SHOULD DO IF A CHILD IS ABSENT FROM EDUCATION

Children who are absent from education for prolonged periods and/or on repeat occasions, can be a vital warning sign to a range of safeguarding issues, including abuse, neglect, sexual abuse and child sexual and/or criminal exploitation. The School monitors attendance carefully and addresses poor or irregular attendance without delay; following up with parents/carers when pupils are absent. We endeavour to have a least two up to date contacts numbers for parents/carers. The School's response to such absence supports identifying such abuse and helps prevent the risk of them going missing in the future.

In response to the guidance in KCSIE (2023) the school has:

- Staff who understand what to do when children do not attend regularly.
- An appropriate policy and procedures for pupils who go missing from education
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. Leave school to be home educated.
 - b. Move away from the school's location.
 - c. Remain medically unfit beyond compulsory school age.
 - d. Are in custody for four months or more (and will not return to school afterwards).
 - e. Are permanently excluded.

The School's procedures for unauthorised absence and for dealing with children who go missing from education are detailed in the school's Children Missing from Education policy.

The School will report to BCSP a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

14. ARRANGEMENTS FOR DEALING WITH CHILD-ON-CHILD ALLEGATIONS (INCLUDING CHILD-ON-CHILD SEXUAL VIOLENCE AND HARASSMENT)

This is a significant entity and consequently Caldicott has a standalone **Child-on-Child Abuse Policy** which staff should read. A brief introductory overview is provided below.

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying) and abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- gender-based violence;
- sexting (also known as youth produced sexual imagery);
- initiation-type violence and rituals and
- sexual violence and sexual harassment, including upskirting.

At Caldicott we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

Child-on-child abuse is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying, prejudice-based and discriminatory bullying), abuse within intimate partner relationships between peers, physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing type violence and rituals, upskirting, sexting, consensual and non-consensual sharing of nudes and/or semi-nudes, sexual assault, gender-based issues, sexual behaviours including child-on-child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. It is important to note that sexual violence and sexual harassment can occur between two children of any age and sex and within intimate personal relationships between peers. A group of children may sexually assault or sexually harass a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap.

We have a zero-tolerance approach and abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’. These are safeguarding issues and must be referred to the DSL.

Victims will always be taken seriously and reassured. The school will act promptly to minimise their distress and reduce potential adverse effects on their educational experience.

Staff are expected to also challenge physical behaviours (that are 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.

These arrangements apply to all reports and concerns of child-on-child abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

The School acknowledges that even if there have been no reported cases of child-on-child abuse in relation to pupils within the School, such abuse may still be taking place and is simply not being reported. The School ensures that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the School's policy and

procedures with regards to child-on-child abuse, and can recognise the indicators and signs of child-on-child abuse and know how to identify it and how to respond to reports.

The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

The School recognises that children with special educational needs and disabilities (SEND) or certain health conditions are three times more likely to be abused by their peers, can face additional safeguarding challenges and may be more prone to child-on-child group isolation or bullying (including prejudice-based bullying) than other children. The School will consider extra pastoral support for those children where needed. The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation and will undertake ongoing education regarding acceptable behaviours and reminders of avenues of support.

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child-on-child abuse. The School will comply with its obligations as set out in the National Minimum Standards in relation to safeguarding at all times.

The School takes the following steps to minimise the risk of child-on-child abuse:

- Educate children regarding appropriate interpersonal behaviours, kindness, and respect at all ages;
- Remind children frequently of their avenues of support and signpost these around the school, and
- Respond quickly and thoroughly to all concerns raised and follow due process.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

- A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation.
- The School will take advice from the BSCP First Response Team on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator(s).
- If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the BSCP First Response, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed.
- Confidentiality will be an important consideration for the School and advice will be sought as necessary from the BSCP First Response and/or the police as appropriate.
- The School will have regard to the procedures set out in *KCSIE 2023* and the *SVSH* at all times.

The victim may ask the School not to tell anyone about the sexual violence or sexual harassment. Advice should be sought from the DSL (or DDSL) who should consider: parents or carers should normally be informed unless doing so would put the victim at greater risk; the basic safeguarding principal that if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care; and whether a crime has been committed. Ultimately, the DSL (or DDSL) will balance the victim's wishes against their duty to protect the victim and other children.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts, and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. Where a report has been made to the police, the School will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The DSL may also decide that the children involved may benefit from early help and may make the necessary referral in accordance with the local authority's referral process.

The School will follow the DDMSC / UKIS guidance [Sharing nudes and semi nudes advice for education settings working with children and young people \(2020\)](#) when responding to an allegation that nudes and/or semi-nudes have been shared.

In the event of disclosures about child-on-child abuse, all children involved (both victim(s) and perpetrator(s)) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- whether there may have been other victims;
- the alleged perpetrator(s); and
- all the other children (and, if appropriate, staff) at the School especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments will be recorded (written or electronic) and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL (and indeed all staff) will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be made to feel ashamed for making a report nor will they be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report or have

their experience minimised. The School will consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The School acknowledges that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s). The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe and to ensure their educational attainment is not adversely affected as far as is possible. This may include careful consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing School premises (including during any before or after school-based activities), and school transport. The School will also consider the risks posed to the victim from other health needs, including physical, mental and sexual health problems which may arise as a result of the incident, and will consider recommending additional support.}

The School will consider intra familial harms and whether any support for siblings is necessary following an incident.

The School will keep a written record of all concerns, discussions and decisions made.

The School will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the School will decide on an appropriate course of action.

In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the School's behaviour policy.

The policy in Annexe B outlines how a report should be managed and all staff need to ensure they understand and are confident to manage this.

If there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, they will be referred to the local authority or the police. Members of staff must not attempt to deal with them as pastoral, classroom or disciplinary issues, and should not impose their own thresholds before consulting the DSL. It is true that there will sometimes be a grey area between, on the one hand, incidents which should be regarded as abusive, and on the other, incidents which are more properly dealt with in schools such as (for example) children fighting. However, the DSL can advise staff on the thresholds which pertain to different definitions of child-on-child abuse, and in unclear cases will consult the local authority or police as necessary. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Caldicott will consider the conduct of the alleged perpetrator as part of their behaviour policy on the 'balance of probabilities' and apply appropriate and proportional consequences.

14.1 It is likely that to be considered a safeguarding allegation against a pupil, when the allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil. Groups at particular risk include students who identify as LGBT+, or are perceived by peers to be LGBT+, and pupils with SEND.
- Is of a serious nature, possibly including a criminal offence.
- Raises risk factors for other pupils in the school.
- Indicates that other pupils may have been affected by this student.
- Indicates that young people outside the school may be affected by this student.

14.2 Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned.
- Forcing others to use drugs or alcohol.

Emotional Abuse

- Blackmail or extortion.
- Threats and intimidation.

Sexual Abuse

- Indecent exposure, indecent touching, or serious sexual assaults.
- Forcing others to watch pornography or take part in sexting.

Sexual Exploitation

- Encouraging other children to attend inappropriate parties.
- Photographing or videoing other children performing indecent acts.
- 'Upskirting' (a criminal offence)

14.3 Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

14.4 Sharing of nudes and/or semi-nudes:

The sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1

messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g., by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" sets out the classification of incidents, and how each should be handled

14.5 Upskirting

This is a criminal offence and typically involves taking 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. Anyone of any sex can be a victim.

14.6 Sexual Violence and Sexual Harassment between children (DfE, May 2018)

As set out in the DfE Guidance, Sexual Violence refers to criminal acts: rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003. Sexual harassment is described as 'unwanted conduct of a sexual nature'.

- We recognise that sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Through training, staff are aware that sexual violence refers to sexual offences under the Sexual Offences Act 2003 and include rape, assault by penetration and sexual assault.

- Through training, all staff are aware that sexual harassment is 'unwanted conduct of a sexual nature' that can occur online or offline and is likely to degrade, humiliate and /or intimidate a child.
- Children are taught about healthy, respectful relationships and cultures of sexual harassment through a planned Relationship Education and through PSHEE. Relationship Education is integrated from the First Form and Relationship and Sex Education from the Third Form.
- Children will be educated and reminded that the law is in place to protect rather than criminalise.
- At Caldicott, any incidents of sexual violence and/ or sexual harassment will not be tolerated, it will be taken seriously and will not be dismissed without investigation.
- Any incidents of sexual violence or sexual harassment will be dealt with in a timely manner, following the school's usual safeguarding protocols, the DFE guidelines, as set out in Sexual violence and sexual harassment between children in schools and colleges (May 2018) and, where appropriate, Sexting in Schools and Colleges produced by the UK Council for Child Internet Safety.
- Clear records of any incidents reported will be maintained securely, along with records of discussions and decisions.
- The DSL will liaise with appropriate outside agencies and statutory safeguarding partner, such as the police and/or social care and only involve staff members who are required to support the children. Staff will work collaboratively with children and their siblings and families to achieve the best possible outcome.

When responding to reports of sexual violence and sexual harassment, refer to the Child-on- Child Abuse Policy guidance.

14.7 Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

The guidance is clear that victims and alleged perpetrators can be kept apart in classrooms and other shared spaces. The emphasis should be on ensuring that the victim can continue their normal routines.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

Such incidents will be recorded across the whole spectrum of sexual violence and sexual harassment, so that as a school, Caldicott can understand the scale of any problem and make appropriate plans to reduce it.

Staff are reminded that they can always take advice from local children's social care (KCSIE 2023).

15. DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS MADE ABOUT STAFF INCLUDING SUPPLY STAFF AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS, VOLUNTEERS AND CONTRACTORS)

The School's procedures are outlined here for managing allegations against staff (including supply staff, volunteers and contractors) who are currently working in the School whether in a paid or unpaid capacity and follows DfE statutory guidance and BSCP guidance. This applies when staff (including volunteers) have acted in a manner (or are alleged to have) acted in a manner which meets the Harms Threshold:

- Behaved in a way that has harmed a pupil, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school.⁷

In this section reference to 'allegations' also covers concerns. Allegations that do not meet the above harm test should be dealt with using the School's procedure for handling low level concerns.

15.1 Reporting Allegations

Allegations against staff (including supply teachers), volunteers, the DDSL or the ADSLs should be reported to the Head. However, staff may consider discussing any concerns with the DSL. If the Head is away, then it should be passed to the Chairman of Governors. If the allegation concerns the DSL, the person receiving the allegation should immediately inform the Head. If he is not available, then the Chairman of Governors should be informed. If the allegation concerns the Head, the person receiving the allegation should immediately inform the Chairman of Governors, without notifying the Head. In all cases via either the DSL, DDSL, ADSL, or the Head, the Local Authority Designated Officer (hereafter "LADO") must be promptly informed. Should there be a conflict of interests in reporting a matter to the Head, the LADO should be contacted directly. In case of serious harm, the police should be informed from the outset (more information can be found [here](#)).

Allegations against a teacher who is no longer teaching should be referred to the police. Historical (non-recent) allegations of abuse should be referred to the police and also the LADO. Non-recent allegations made by a child will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police.

15.2 Procedure When an allegation is made that meets the Harms Threshold

When dealing with allegations about a staff member the School will apply common sense and judgment, deal with allegations quickly, fairly and consistently and will support both the person subject to the allegation as well as look after the welfare of the child concerned. The School

has a duty of care to its staff, and whilst the welfare of a child is paramount, the School must offer appropriate welfare support to the adult subject to the investigation and potentially their family. The School will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

- The Head will lead any investigations unless he is the subject of allegations in which case this will be the Chair of Governors. (If an allegation is made against a governor, schools should follow their own local procedures. If a child has been harmed, there is a risk of immediate harm, or the situation is an emergency contacting children's social care and as appropriate the police immediately is necessary).
- If an allegation is made against anyone working with children in the School, before contacting the LADO, the School will conduct a basic enquiry in line with local procedures to determine whether there appears to be any foundation to the allegation. The School should not undertake their own investigation of the allegation/s without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.
- The LADO(s) should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police. Contact will be made to discuss any allegation, consider the nature, content and context of the allegation, and agree a course of action including any involvement of the police. GDPR cannot be allowed to stand in the way of safeguarding children.
- Where initial discussions lead to no further action, the details should be recorded, including the decision and justification for it and agreement reached on what information should be put in writing to the individual concerned, and by whom.
- Discussions will be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Consideration will be given on a case specific basis as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Due weight will be given to the views of the LADO, KCSIE and WT when deciding about suspension.
- When to inform the individual who is the subject of the allegation will be considered on a case-by-case basis and with guidance from the designated officer, and if appropriate, the police and/or children's social care. Subject to any objection, the case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action. A named representative will be appointed to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual
- If the member of staff concerned is resident on-site, then the school will arrange for such member of staff to be provided alternative accommodation off-site pending an investigation of a child protection nature.

- Careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the School or whether alternative arrangements should be put in place until the allegation is resolved. The following alternative arrangements should be considered by the case manager before suspending a member of staff:
 1. redeployment within the school so that the individual does not have direct contact with the child or children concerned;
 2. providing an assistant to be present when the individual has contact with children;
 3. redeploying to alternative work in the school so the individual does not have unsupervised access to children;
 4. moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes accounts of their views. It should be made making it clear that this is not a punishment and parents have been consulted; or,
 5. temporarily redeploying the member of staff to another role in a different location, for example to an alternative school where available.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation.

- Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the School is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The case manager will give due weight to the views of the designated officer, *WT* and *KCSIE* when deciding about suspension (including with respect to considering alternatives). Where the individual is suspended, the case manager will confirm the decision within one working day and will ensure they know who their point of contact is in the School and shall provide them with their contact details. The case manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.
- Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. The LADO will provide advice and guidance to the School to ensure that an appropriate investigation is carried out. In straightforward cases, the investigation should usually be undertaken by a senior member of staff at the School. Where there is lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.
- The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the police. Parents and others will be made aware that there are restrictions on

publishing information which may lead to the identification of the teacher subject to the allegation.

- The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).
- Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.
- The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency (TRA) should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly (within one month) to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.
- Where an individual is removed from regulated activity, or would have been removed had the individual not left, including when they are suspended, redeployed to work that is not regulated activity, are dismissed, or have resigned, and the individual has engaged in relevant conduct in relation to children and/or adults, and/or satisfied the harm test in relation to children and/or vulnerable adults, and/or been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence, the School will make a referral to the DBS.
- If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). This should be within 1 month of their leaving the school and reports should include as much evidence about the circumstances of the case as possible.

- On conclusion of the case, the case manager should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.
- The school would consider taking, and if necessary, will take disciplinary action against any member of staff or agent of the school where it is believed that children are at risk of abuse from that member of staff, even in cases where there is to be no criminal prosecution.
- The School has a duty of care to its staff, and whilst the welfare of a child is paramount, the School must offer appropriate welfare support to the adult subject to the investigation and potentially their family. The School will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.
- Where initial discussions lead to no further action, the case manager and the LADO should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.
- Allegations found to be malicious or false will be removed from the individual's personnel records unless the individual gives consent for retention of the information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCS/E* and a copy will only be provided to the individual concerned.
- For all allegations, records must be kept on file and should include:
 - a clear and comprehensive summary of the allegation,
 - details of how the allegation was followed up and resolved,
 - a note of any action taken, decisions reached and whether the outcome was substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), unsubstantiated false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made), and
 - a declaration on whether the information will be referred to in any future reference.
- All records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer. Records should be reviewed at the end of the retention period in case it is necessary to keep it for longer.

- Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it in accordance with the School's behaviour policy; or whether the police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.
- In all cases where there are concerns or allegations of abuse, the School will make a Serious Incident Report (SIR) to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

15.3 DEALING WITH SAFEGUARDING CONCERNS AND ALLEGATIONS ABOUT SUPPLY TEACHERS AND CONTRACTORS

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ("the agency"). The School will usually take the lead but agencies should be fully involved (because they have their own policies and procedures) and co-operate with any enquiries from the LADO, police and/or children's social care.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left

first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

15.4 DEALING WITH SAFEGUARDING CONCERNS AND ALLEGATIONS ABOUT ORGANISATIONS OR INDIVIDUALS USING SCHOOL PREMISES

The School may receive an allegation or concern relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children and/or vulnerable adults (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the School will follow their safeguarding policy and procedures, including informing the LADO.

When services or activities at the School are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations. Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that the provider (any individual or organisation) has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

Should the school receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children, the school will follow this safeguarding policy and standard procedures, including informing the LADO.

The School has arrangements in place for the use of school premises for non-school activities.

Should it be required, the school will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

16. DEALING WITH CONCERNS OR ALLEGATIONS THAT DO NOT MEET THE HARM THRESHOLD: LOW-LEVEL CONCERNS

16.1 A low-level concern is any concern that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

- does not meet the allegations harm threshold or is otherwise not considered serious enough to consider a referral to the LADO. (The harm threshold is reached when allegations are made that might indicate that a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college).

A 'low-level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

16.2 The School has a separate **Low-Level Concerns Policy** which enables all staff to share concerns – no matter how small – about their own or another member of staff's behaviour. All staff should familiarise themselves with this policy.

The School takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour of its staff are constantly lived, monitored and reinforced by all staff. The School will address unprofessional behaviour at an early stage and will support the individual to correct it.

All staff must familiarize themselves with the *Staff Code of Conduct* and *Good Practice – Minimizing Vulnerability* sections of this policy. The aim of these sections is to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil. They provide clear professional boundaries and how to act within those boundaries. All staff are expected to comply with the standards outlined, at all times.

Staff must share all concerns with the Head without delay so that it can be recorded and dealt with appropriately, sensitively, and proportionately and in a timely manner. Where a low-level concern is raised about the Head, it should be referred to the Chair of Governors.

If a concern is raised by a third party, the Head will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witnesses.

Where a low-level concern relates to a person employed by a supply agency or a contractor, or with our pupils off-site, the individual's employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified – just as they would be within our own staff body.

16.3 Self-referral

Staff should also feel confident to self-refer a low-level concern if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard. All concerns will be handled sensitively and proportionately. Our aim is to strengthen our safeguarding system and practice and to support individuals to correct behaviour at an early stage.

Staff can self-refer using the Self Reporting Tab which can be found on the Staff Portal.

We will frequently review and if required revise policies and re-train staff if needed. Information sharing on appropriate behaviours is crucial to changing practice and minimising risk of recurrence. Appropriate records will be kept of all decision-making rationale on policy and practice change.

16.4 Recording of low-level concerns

All low-level concerns will be recorded in writing. The record will include details of the concern, the date of the concern, the context in which the concern arose, evidence collected, the type of behaviour, the action taken, the rationale for decisions and action taken. The name of the individual sharing the concerns will also be noted (although if the reporter wishes to remain anonymous this will be respected as far as possible). All records will be kept confidential and stored securely in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to appropriately. Should a pattern of behaviour be identified then an appropriate course of action will be followed, which may be an internal disciplinary procedure or referral to the LADO if the harms threshold is met.

Due consideration will be given if there are any wider cultural issues in the School that enable problematic behaviours or patterns of behaviour to arise. Appropriate actions will then be

Low-level concerns will not be included in references unless they relate to issues which would normally be disclosed, for example, misconduct or poor performance.

The School will reflect on reported concerns in order to identify any patterns of concerning, problematic or inappropriate behaviour early which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or modified policies. Where a pattern is identified, the School will decide on a course of action, either through its disciplinary procedures, or, where the pattern moves from a concern to meeting the harms threshold, it will follow the above procedure and refer the matter to the LADO.

If the School is in any doubt as to whether a low-level concern in fact meets the harm threshold, the Head will consult with the DSL and/or LADO and take a more collaborative decision-making approach.

17. WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT SAFEGUARDING PRACTICES AT SCHOOL

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures (See Link in Section 17). There will be no disciplinary action taken against a member of staff for making such a report provided it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

18. WHISTLEBLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO. The School will aim to provide immunity from retribution and no disciplinary action will be taken against staff for 'whistleblowing' in the public interest. See the Whistleblowing Policy on the Staff Portal: [Caldicott HR Policies](#)

19. STAFF TRAINING

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Safeguarding is the responsibility of all members of staff and all staff should know what to do to raise a concern.

19.1 New staff (including temporary staff), volunteers and governors will receive training during their induction. Induction training will include:

- Familiarisation with the **Safeguarding and Child Protection Policy**
- The role and identities of the **DSL and DDSL**
- Use of **Concern Forms and MyConcern**
- **Staff Code of Conduct**
- Signposting to the School's **Whistleblowing Policy** and the **Acceptable use of Technologies Policy**
- **The Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy**
- **The Anti-Bullying Policy** (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- The school's procedure for managing **children who are missing from education**

- **On-line Safety Policy** (Training includes an understanding of the School's expectations, applicable roles and responsibilities in relation to filtering and monitoring).
- Familiarisation and reading of **Part I & 5 and Annex A & B** of the prevailing **Keeping Children Safe in Education** guidelines.

- 19.2 All staff joining the school will also complete appropriate training in child protection through the online training programme, EduCare.
- 19.3 Whole school Safeguarding Training for all staff, through an external Agency will take place bi-annually. Currently this is provided by Jane Bee.
- 19.4 Annually staff read Part one of KCSIE and Annexes A & B. Staff sign a declaration to confirm that they have done so. Understanding key information contained is evaluated through an Autumn Term Staff Questionnaire
- 19.5 In-house updates and training will take place at a minimum annually but realistically more frequently to address Safeguarding updates and current issues. This will be at appropriate Insets, Staff Meetings, emails and through staff communication channels such as the Weekly Bulletin. Training will encompass topics such as: online safety; harmful sexual behaviours (including child-on-child sexual violence and harassment), and Mental Health matters.
- 19.6 Training will also include alerting staff to the risks of radicalisation as set out in the Prevent Duty. Training in the Prevent Duty will include knowing how to identify children and young people at risk. This training will be updated on a regular basis in line with recommendations from the BSCP.

20. STAFF CODE OF CONDUCT

Code of Conduct – The Do's...

- Do put this code into practice.
- Do set an example you would wish others to follow.
- Do treat everyone with dignity and respect.
- Do treat all young people equally – show no favouritism.
- Do ensure that if you are in a one-on-one situation with a young person that the door is either open or contains a glass panel and that another adult is aware of your meeting / lesson.
- Do respect a young person's right to personal privacy.
- Do allow young people to talk about any allegations and concerns that they may have and refer immediately.
- Do encourage others to challenge attitudes / behaviours that they do not like.
- Do avoid being drawn into inappropriate attention seeking behaviour e.g. tantrums and crushes.
- Do remember this code even at sensitive moments. E.g. when responding to bullying, bereavement and abuse.
- Do keep other members of staff informed of where you are and what you are doing.
- Do remember that someone else may misinterpret your actions however well-intentioned they may be.

- Do ensure that if you need to have appropriate physical contact with a child that you ask their permission first. e.g. PE / Music / Drama / comforting a distressed child.

Code of Conduct – The Don'ts...

- Do not let allegations, suspicions or concerns about abuse go unreported or trivialise abuse. Caldicott has a culture of safety and raising concerns and values reflective practice. The Whistleblowing policy can be accessed using this link: <https://intranet.caldicott.com/staff/home/staffdocs.php?f=hrpolicies>
- Do not enter any boarding house without the knowledge of the appropriate member of the boarding team.
- Do not allow boarders to enter staff accommodation
- Do not permit any abusive peer activities e.g. initiation ceremonies, bullying.
- Do not engage in inappropriate behaviour or contact – physical, verbal or sexual.
- Do not play physical contact games with young people.
- Do not use mobile phones when on duty.
- Do not make suggestive remarks or threats to a young person even in jest.
- Do not use inappropriate language – face to face, in writing, phoning, email or internet.
- Do not share personal phone numbers or email addresses with pupils or engage on social media.
- Do not arrange meetings out of school or visit a young person's home without permission from the Head.
- Do not convey a child in a car unless parental/Headmaster's permission has been given.
- Do not develop sexual relationships with pupils. If you in a position of trust and develop a sexual relationship with a young learner under the age of 18 it may constitute a criminal offence under the Sexual Offences Act.
- Do not use physical restraint unless a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed.
- Do not rely on your good name to protect you.

Dress Code:

Your appearance should always appropriately professional. Dress, which might be deemed offensive, distracting, revealing or provocative, must be avoided: clothing should be modest. Teachers should wear smart professional clothes in the classroom; PE or sports clothing should only be worn in PE or games lessons.

If you are in doubt about any form of clothing, you should seek advice from the Deputy Heads. You will be required to change your clothing if it is not considered suitable or appropriate by the Head or Deputy Heads.

Use of Mobile Phones and Electronic Devices:

Staff may not use their phones / personal devices for personal use whilst on duty. In particular, mobile phones should never be used whilst in a changing room, carrying out a boarding duty upstairs or supervising boys around the swimming pool.

Please refer to the school policy on “Images of Pupils for Record Keeping and Promotional Purposes: Photographs, Videos and Electronic Media”.

21. ESTABLISHING GOOD PRACTICE: MINIMISING VULNERABILITY TO ALLEGATIONS

Always:

- Work in an open environment. Avoid private or out of sight locations and encourage open communication.
- Speak clearly, without whispering, so that students do not need to come close to hear.
- Avoid spending time alone with individual students away from others.
- Treat all students, regardless of race, disability, religion or belief, gender, sexual orientation, equally and with respect and dignity.
- Ensure the student's welfare comes first and record it.
- Be aware of the impact of proxemics; maintain safe and appropriate distances; Know where and how to place your body.
- Avoid touching students, but where **educationally necessary** staff should follow these guidelines:
 - try to demonstrate without touching first
 - ask permission; say what you intend to do first and explain why
 - if a pupil seems uncomfortable: stop
 - only touch hands, arms or shoulder nearest you (don't reach across the body)
 - Be aware of overall proximity; maintain physical space; don't stand behind.
 - Inappropriate areas for touch include: chest, diaphragm, waist, thighs move away as soon as the contact is no longer required.
- Maintain professional boundaries, perhaps using a specific mobile number or email address for work purposes, rather than sharing personal details.
- Present as an exemplary role model by not smoking or drinking alcohol, swearing, allowing suggestive conversations or jokes, or wearing less than professional clothing when in the company of a student.
- Seek to be enthusiastic and constructive when giving feedback rather than making negative or critical remarks.
- Record any injury that occurs and seek attention from a qualified First Aider or parent.
- Record any incident of concern involving student's welfare.

Never:

- Allow allegations made by a child to go unchallenged, unrecorded or not acted upon (this applies to any form of abuse or bullying).
- Lock doors, cover windows or use 'Do Not Disturb' signs.
- Impose humiliating or power-based punishments on a student or reduce a child to tears.
- Engage in rough, physical or sexually provocative games, including horseplay.
- Allow or engage in any form of inappropriate touching.
- Share a bedroom with a child.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a young person, even in fun.
- Engage in any form of relationship, sexual or otherwise, with a young person you work with even if they are over the age of consent, but under 18 (older with vulnerable adults).

- Do things of a personal or intimate nature for children or disabled young people that they can do for themselves.
- Invite or allow children to stay with you at your home unsupervised.
- 'Friend' a child on their social media or yours; social media can blur boundaries.
- Take photographs or videos of children unless written/signed consent has been obtained from a parent/carer; this includes the use of phones.
- Seek physical contact. Try to gently discourage contact, rather than reject students. Model appropriate contact, e.g. shaking hands or patting the shoulder. Never allow physical contact when you are alone.
- Take a child in your car, but where this is unavoidable:
 - Prepare a risk assessment.
 - Ensure your insurance covers business passengers (NB this may provide a very good reason for not being able to take students in your car.)
 - Obtain parental permission, preferably in writing.
 - Take more than one person.
 - Sit the child in the back.
 - Travel directly to the destination.
 - Keep conversation professional.

22. PHYSICAL RESTRAINT

Our policy on physical intervention by staff is set out separately and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering himself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children and all staff have been given "Safe Practice" guidance to ensure they are clear about their professional boundary.

Caldicott ensures that safeguarding and welfare concerns are taken into account when restraint is used on children with SEND. Caldicott uses individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods.

23. SAFER RECRUITMENT

The School is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School.

Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up

references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

As part of the shortlisting process the school will carry out an online search as part of their due diligence on the shortlisted candidates to help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Shortlisted candidates will be informed that online searches will be done as part of due diligence checks.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the School's Recruitment, Selection and Disclosures Policy.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's Visiting Speaker policy and also the School's Recruitment, Selection and Disclosures Policy. A checklist for visiting speakers can be found on the School Staff Portal. A copy needs to be filed with the Bursar's Secretary.

24. MANAGEMENT OF SAFEGUARDING

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

24.1 The Governing Body

Governing bodies have a strategic leadership responsibility for their school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must ensure that policies, procedures and training in their schools are effective and comply with the law at all times.

Governing bodies should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements. Mrs Elizabeth Hungin is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements at Caldicott. The School considers its obligation to review safeguarding practices a matter of its everyday concerns and Mrs Hungin attends the weekly Safeguarding Meetings.

Governing bodies and proprietors should ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to test and assure themselves that the safeguarding policies

and procedures in place in the school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

The Governing Body is responsible for:

1. Ensuring compliance

This is not only with the management of Safeguarding and Child Protection in the school but also ensuring the policies, procedures and training in the school are effective and compliant. A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation, including lessons learnt. The School draws on the expertise of staff, including the DSL, in shaping the School's safeguarding arrangements and policies. If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

2. Inter-agency working:

Ensuring that the school contributes to inter-agency working (Working Together to Safeguard Children 2018) and that the school's Safeguarding and Child Protection arrangements take into account the procedures and practice of the local authority. Mrs Hungin is the member of the governing body nominated to liaise with the designated officers from the local authority and partner agencies in the event of allegations of abuse made against the Head.

3. Appointment of a Designated Safeguarding Lead:

This is currently the Deputy Head Pastoral, Sarah Bisschop, who is afforded the necessary time, training, resources and support to carry out her duties and responsibilities in this aspect of her role.

4. Providing opportunities to teach safeguarding to pupils:

At Caldicott pupils are taught about safeguarding through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. It is good practice to consult the DSL when considering and planning any safeguarding related lessons or activities (including online) as they will be best placed to reflect and advise on any known safeguarding cases, and how to support any pupils who may be especially impacted by a lesson.

5. Inspection Compliance:

Ensuring compliance with all school inspection requirements.

6. Safer Recruitment:

Ensuring that the school endeavours to prevent people who pose a risk of harm from working with children at the school. An approach of "deter, detect and reject" is followed. This is outlined in the school's Safer Recruitment, Selection and Disclosures Policy.

7. Procedures to handle allegations of abuse made against staff or other children:
Ensuring that the school Safeguarding and Child Protection policy guidance covers how to handle allegations against staff, volunteers and other children.
8. Meeting the additional requirements for boarding schools with regard to safeguarding:
Ensuring that the National Minimum Standards for Boarding Schools are met.
9. The Designated Governor will undertake training in Safer Recruitment and Safeguarding and Child Protection.

24.2 The Head

The Head is responsible for:

1. Ensuring that the schools policies and procedures (particularly those concerning referrals of cases of suspected abuse and neglect) are understood, implemented and followed by all staff.
2. Sufficient time is allocated to the DSL and the DDSLs to carry out their roles effectively.
3. All staff are able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the School's Whistleblowing Policy.
4. Pupils' safety (including e-safety) and welfare are addressed through the curriculum.

24.3 The DSL, DDSL and Safeguarding Team

The School's Safeguarding Team meets weekly and comprises the Safeguarding Governor, DSL, DDSL, two ADSL's, the Head of Boarding, Head of Learning Support and the HR Manager.

DSL is Sarah Bisschop, Deputy Head (Pastoral) who is a member of the leadership team.

Craig Legge is the DDSL and the person to whom reports should be made in the absence of the DSL. This ensures there is always the required cover for the role.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School (including online safety and understanding the filtering and monitoring systems and processes in place), to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, refer incidents to third parties (including the local authority children's services, the DBS, Channel and the police) where appropriate, to support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the governors to review and update the School's safeguarding policy.

Where a pupil leaves the School, including for in-year transfers, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL will ensure secure transit and obtain confirmation of receipt. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.

During term time, the DSL or DDSL are available (during school hours) for staff to discuss any safeguarding concerns. Contact details can be found under *Key School Contact Details*. For out of hours/out of term activities, staff may contact one of the Safeguarding Team on their mobile numbers.

The DSL liaises with safeguarding partners and works with outside agencies in line with *WT. "NPCC - When to call the police"* can assist the DSL or Deputy DSL understand when they should consider calling the police and what to expect when they do. If the School has questions about any police investigation, it will ask the police. The DSL or DDSL will also be responsible for liaising with the senior Mental Health Lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.

Whilst the Head should ensure that the policies and procedures adopted are understood and followed by all staff, and the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

The DSL and DDSL are appropriately trained through BSCP (every 2 years). In the absence of the DSL, the DDSL carries out those functions necessary to ensure the on-going safety and protection of pupils. In the event of the long-term absence of the DSL, the DDSL will assume all the functions listed in **Appendix C**.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. In particular, the School will support the DSL in developing their knowledge and skills to understand the views of children, including to encourage a culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure

Full details of the role of the DSL and DDSL can be found in Appendix C.

25. MEASURES FOR SUPPORTING CHILDREN

The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

More information can be found on the Contextual Safeguarding Network's website: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

- 25.1.1 The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our Behaviour Policy and in enforcing our Anti-Bullying Policy.
- 25.1.2 The school fully endorses the fundamental rights and freedoms that everyone in the UK is entitled to, as set out by the Human Rights Act of 1998. There will be no discrimination tolerated against any child because of a protected characteristics or otherwise. (Protected characteristics are: sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, and sexual orientation). Should additional support be required by a child due to said characteristics the school will consider how this may be delivered and positive action will be taken, where proportionate, to deal with the disadvantages such a pupil may face. For example, making reasonable adjustments for a child with a disability.
- 25.1.3 The school recognises that some pupils may be more at risk of harm from specific issues such as sexual violence, biphobia or transphobic bullying or racial discrimination. The school will remain vigilant and conscious of disproportionate vulnerabilities to ensure that said children are protected and due education of the cohort engaged with.
- 25.1.4 Time is allocated in PSHEE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and lessons are used to promote tolerance and mutual respect and understanding.
- 25.1.5 Relationships Education AND/OR RSE is compulsory and the School has regard to the DfE's statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education when making arrangements for and teaching Relationships Education AND/OR RSE. More details regarding this delivery can be found in the schools separate RSE Policy.
- 25.1.6 The fact that a child or a young person may be lesbian, gay, bi, or trans (LGBTQ+) is not in itself an inherent risk factor but the school recognises that children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children

who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff will therefore consciously endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns.

25.1.7 Pupils are frequently reminded of the avenues of support available to them and where they can turn should they need to speak to someone. This is communicated through assemblies, the tutor system and through the Pupil Planners. Whilst at school, boys have the following options available:

- Student Listener
- Any member of staff they feel they can relate to
- Tutor, Head of Year, Deputy Head Pastoral
- The Chapel Master
- Medical Staff
- Outside Listener
- School Counsellor
- Childline's number is displayed in every phone booth
- Children's Rights Commissioner's number is displayed in every phone booth

There is always a recognised requirement for sensitive communication and all staff members are aware of the need to avoid asking leading questions.

25.1.8 Our School Listeners have been trained to ensure that they are suitable for their duties and do not abuse their roles, which are specified clearly in writing. Their training includes how to contribute to the school's anti-bullying practice, how to respond to allegations of serious bullying or abuse and how to act if they hear allegations of abuse. Please see the Bucks Mind website for further details: <https://www.bucksmind.org.uk/services/children-and-young-peoples-services/peer-support-in-schools/>

25.1.9 Prefects are given induction on appointment which includes how to contribute to the school's anti-bullying practice, how to respond to allegations of serious bullying or abuse and how to act if they hear allegations of abuse.

25.1.10 A Child in Need refers to a pupil whose circumstances may require them to have extra support in order for them to live a life which does not compromise their ability to fulfil their potential. The School will refer to external agencies such as CAMHS (Child and Adolescent Mental Health Service) or Bucks County Council's Children's Social Services for advice and support.

25.1.11 A Child at Risk is a pupil who is in immediate risk of harm and such cases will be referred to First Response as a matter of urgency (normally within 24 hours).

25.1.12 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and

maintain a sense of self-worth. Staff are aware of indicators, which may signal that children are at risk from, or are involved with, serious violent crime. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn and recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

- 25.2 All Caldicott staff should be aware of the early help process and understand their role to take timely action to help a child if they have a safeguarding concern. Early help intervention is facilitated through the meeting of the Pastoral Committee once a week where children of concern are raised. This is attended by the Deputy Head Pastoral, DSL, DDSL, Heads of Year, Head of Boarding, Boarding House Parents and Head of Learning Support. Analysis of the weekly Wellbeing Survey data is used to assist in early intervention.

Proactive, appropriate early help action and intervention is decided on a case-by-case basis and utilises independent support avenues or inter-agency assessment and intervention through local processes. Where necessary a TAC (Team around the child) meeting will be initiated to maximise support. The school uses its own Continuum of Need Threshold Guidance document which is integrated with the local Buckinghamshire Safeguarding Children Partnership Continuum of Need Threshold Document.

- 25.3 Caldicott will further support all pupils by:

- b. Providing access to at least 2 telephone help lines and web addresses enabling them to call for support in private.
- c. Providing every child with a homework diary or Pupil Planner which contains guidance on where to turn for advice. See below:

"Your parents, your tutor, any adult member of staff or your friends can usually help you through times of anxiety. If you are still worried the following suggestions might help: (1.) The Outside Listener: Mrs Anne Dyer. She has her own children who have grown up. She has agreed to give her telephone number so that boys who feel that no one at school is listening to them can give her a call on 01753 644404 (2.) The Pupil Listeners: A group of 5th and 6th Form pupils have been trained by Bucks Mind staff to become peer mentors to pupils within the school and will be available at break times in Room A to listen to any concerns you have. A list of these pupils is on page 5. (3.) The Black Box: Some boys may find it difficult to talk about a worry and may find it easier to write the worry down. This is fine. Write your worries on a piece of paper and post it in the Black Box. The Deputy Head Pastoral will read your note and help you. (4.) The School Counsellor is Kate Brown. She does not work here but is very happy to come to Caldicott if she is needed. Boys should talk to the Head or their tutor if they would like to meet her. We would need to ask your parents' permission before this could happen. (5.) Childline is a national emergency number for children who need help. 0800 1111.

The phone number for the Children's Rights Commissioner (0800 528 0731) This is advertised on all school telephone booths."

- d. Displaying advice in the Medical Centre, Boarding House and school on where pupils can seek help, including confidential help lines and web addresses for external specialists such as ChildLine.
- e. Providing leadership training to our prefects which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- f. Providing regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection, as well as the dangers of radicalisation and grooming. For more details on cyber-bullying and searching, screening and confiscation please refer to the school's Anti-Bullying and On-line Safety policies and the guidance document 'Teaching online safety in school' (DfE, June 2019). The school recognises that most children will also access the internet outside and beyond the school infrastructure.
- g. Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- h. Promoting a caring, safe and positive environment within the school through frequent messaging, example setting and Awards.
- i. Drawing on the support of our half termly visiting clinical psychologist, who is charged with providing both advice and support. We have full triage facilities with Dr Wilmhurst's practice at Everlief so we can seek urgent support rapidly. Key issues tackled include supporting children in emotional distress such as anxiety, stress, low self-esteem as well as providing support and guidance with parenting and family issues. For further information contact the Deputy Head Pastoral
- j. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- k. Notifying Social Care as soon as there is a significant concern.
- l. Providing continuing support to a pupil about whom there have been concerns who leave the school by ensuring that appropriate information is copied under confidential cover to the pupil's new school as a matter of priority.
- m. Ensuring the school medical records are returned to and signed for by parents upon a pupil's departure.

25.3.1 Where the school has 'low level' concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, the DSL should discuss these with Children's Social Care Services.

25.3.2 There may be times when staff, in the course of their duty may, in exceptional circumstances, have no option than to use physical intervention to restrain children, either to stop them from harming themselves or others. Should this occur the Head requires the member of staff involved to report it to him (or in his absence the Deputy Head Pastoral). The Head will record the incident, in case the action is later questioned. In every instance where staff have used any physical intervention to restrain a child, the child's parents will be fully advised of the circumstances and the level of physical intervention applied the same day or as soon as practicable (see Behaviour Policy). Caldicott ensures that safeguarding and welfare concerns are taken into account when restraint is used on children with SEND. Caldicott uses individual plans to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods.

25.3.3 Our policy on bullying is set out in a separate document called The Anti-Bullying Policy. This can be found on the School Website and Staff Portal - Documents. It acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes cyber, racist, homophobic and gender related bullying. A bullying incident may be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

26. SAFEGUARDING CHILDREN WITH SEND (SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES)

Children and young people with special educational needs and disabilities can face additional safeguarding challenges and may because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- These children can be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- There is potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing any signs.
- Difficulties may arise in overcoming communication barriers or reporting of challenges.

These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

At Caldicott we identify pupils who might need more support to be kept safe or to keep themselves safe.

The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: [Find your local IAS service \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

27. LOOKED AFTER CHILDREN AND ALTERNATIVE PROVISION

The governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority. The DSL, Ms Sarah Bisschop is the designated member of staff who has responsibility for their welfare and progress.

To date it has not been necessary to make this provision, however Caldicott is responsible for the safeguarding of their pupils and in such an event would obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff, as well as requesting proof of this.

28. TEACHING CHILDREN HOW TO KEEP SAFE

The governing body ensures that all pupils are taught about safeguarding, including online safety, through the curriculum and PSHE to help children to adjust their behaviours, both inside and outside of school, to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet, and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

The School recognises that a "one size fits all" approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Internet safety (including when children are online at home) is an integral part of the School's IT curriculum and is also embedded in PSHEE and Relationships Education and/or Relationships and Sex Education ("RSE").

Filtering and monitoring

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the School's IT system. The School's systems are:

- Internet filtering of all devices on the school network;
- Realtime keyword email notification of concerning content viewed by pupils;
- Supervision of all use of IT Rooms by a member of staff
- Regular reviews of internet behaviour reports.

Such systems aim to reduce the risk of children being exposed to illegal, inappropriate or harmful materials online (content risk); reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and grooming (contact risk); restrict access to online risks such as online gambling, phishing or financial scams (commerce risk); and help manage online behaviour that can increase a child's likelihood of, or causes, harm for example making, sending and receiving explicit images.

The School recognises however that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) when out of school which means that children may consensually and/or non-consensually share indecent images, sexually harass their peers via mobile and smart technology, and view and share pornography and other harmful content whilst at school undetected.

The School ensures compliance with the DfE's 'filtering and monitoring standards for schools' by;

- identifying and assigning roles and responsibilities to manage filtering and monitoring systems;
- Reviewing the filtering and monitoring provision at least annually;
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning; and
- Having effective monitoring strategies in place that meet our safeguarding needs.
- Providing termly feedback to the Safeguarding Governor regarding filtering and monitoring.

Further detail of the School's policy and procedures in relation to online safety can be found in the School's On-line Safety Policy which also includes detail on the use of mobile and smart technology in School, including the School's management of the associated risks, and the School's filtering and monitoring arrangements to ensure that children are safe from harmful and inappropriate content, including terrorist and extremist material when accessing the internet through the School's systems. Policy and systems are reviewed periodically.

The School will liaise with parents to reinforce the importance of children being safe online and the systems the School uses to filter and monitor online use. Parents and carers will be made aware of what their children are being asked to do online when undertaking remote learning, including the sites they will be asked to access and who from the School their child is going to be interacting with online.

29. SAFEGUARDING AND 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 issue. However, staff are well placed to observe pupils 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 potentially traumatic adverse childhood experiences, this can have a lasting impact throughout 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 pupil that is also a safeguarding concern or indicates they may be suffering, or at risk of suffering serious harm, they must contact the DSL or the DDSL immediately.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. The DfE has published advice and guidance on *Preventing and Tackling Bullying*, and *Mental Health and Behaviour in Schools*. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance *Promoting Children and Young People's Emotional Health and Wellbeing*. Its resources include social media, forming positive relationships, smoking and alcohol.

The DfE advice and guidance on Preventing and Tackling Bullying can be found here: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> ,

and Mental Health and Behaviour in Schools, here: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>.

Public Health England has also produced a range of resources to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing, which can be accessed here: <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

30. ARRANGEMENTS FOR VISITING SPEAKERS

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee. For more details, refer to the Schools Visiting Speaker Policy.

31. HEALTH AND SAFETY

Our Health & Safety policy reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits. This can be viewed here:

(<https://intranet.caldicott.com/staff/home/staffdocs.php?f=ppolicies>).

32. HOMESTAYS (EXCHANGE VISITS)

Caldicott no longer engages in home-stays but, if children were staying with parents from overseas as part of an exchange, KCSIE Annex D (2023) is very clear, they would need to have an enhanced DBS check. The DBS service will process these checks without payment because those parents are volunteers. If there are other people in the family aged over 16, then the school can decide whether they will do an enhanced DBS check for those 16- and 17-year-olds who live in the house.

33. ARRANGEMENTS FOR USE OF SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES

When services or activities at the School are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations.

Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

The School will ensure that the DSL or DDSL can be contacted and/or is available at all times the school premises is in use, whether that activity is a school or non-school activity and regardless as to whether the children attending are on the school roll. The DSL and DDSL contact details are available on the school website and within this policy.

The School will ensure that safeguarding requirements are included in any agreement for use of the school premises (such as a lease or hire agreement) as a condition of use and occupation of the premises and that failure to do so by the provider to comply with this will lead to termination of the agreement.

When considering the safeguarding arrangements any providers have in place the School will have regard to the DfE's non statutory guidance [After-school clubs, community activities, and tuition - safeguarding guidance for providers \(publishing.service.gov.uk\)](https://www.gov.uk/guidance/after-school-clubs-community-activities-and-tuition-safeguarding-guidance-for-providers)

Appendix A: SIGNS AND TYPES OF ABUSE

1. **Definition of Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by knowingly failing to act to prevent harm.

Children may be abused by an adult or adults, or another child or children, most know their abuser. It is crucial to recognise the particular vulnerabilities of those with SEN.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. All staff, but especially the DSL and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All School staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy). **In all cases, if staff are unsure, they should always speak to the DSL (or Deputy DSL).**

2. Working Together to Safeguard Children sets out four broad categories of abuse:

- A) **Physical abuse:** a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child (including through corporal punishment). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Staff should be aware of indicators, which may signal that children are at risk from, or are involved with, serious violent crime.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries.
- Children with unexplained or unusual fractures or broken bones.
- Children with unexplained bruises or cuts; burns or scalds or bite marks.
- Children who flinch at sudden movements.

- B) **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only

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

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

C) Sexual abuse and Harassment

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 (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as child-on-child abuse). This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault, and assault by penetration. 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.

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

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Sexual harassment: is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes, or upskirting (a criminal offence and typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm), and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes, or sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Further information can be found in the *SVSH* advice.

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

3. Potential Indicators of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed.
- Children with clothes which are ill-fitting and/or dirty.
- Children with consistently poor hygiene.
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason.

- Children who don't want to change clothes in front of others or participate in physical activities.
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry.
- Children who talk about being left home alone, with inappropriate carers or with strangers.
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason.
- Children who are regularly missing from school or education.
- Children who are reluctant to go home after school.
- Children with poor school attendance and punctuality, or who are consistently late being picked up.
- Parents who are dismissive and non-responsive to practitioners' concerns.
- Parents who collect their children from school when drunk, or under the influence of drugs.
- Children who drink alcohol regularly from an early age.
- Children who are concerned for younger siblings without explaining why.
- Children who talk about running away.
- Children who shy away from being touched or flinch at sudden movements.

4. Child-on-Child Abuse

This is a significant entity and consequently Caldicott has a standalone **Child-on-Child Abuse Policy** which staff should read. A brief introductory overview is provided below.

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:

- Bullying (including cyberbullying). Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Gender-based violence.
- Sexting (also known as youth produced sexual imagery).
- Initiation-type violence and rituals.
- Sexual violence and sexual harassment, including upskirting.

It is important to note that sexual violence and sexual harassment can occur between two children of any age and sex and within intimate personal relationships between peers. A group of children may sexually assault or sexually harass a single child or group of children. Sexual violence 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 more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Further information can be found in the *SVSH* advice.

Abuse is abuse. It is no longer acceptable to tolerate child-on-child abuse, dismiss it as normal behaviour amongst children, or pass it off as “banter” or “part of growing up”. We have a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. These are safeguarding issues and must be referred to the DSL.

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 or have their experience minimised. It is also crucial to respond promptly as the distress experienced by children who are victims is likely to adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attend(s) the same school and the matter is unresolved. Early intervention can also help prevent problematic, abusive and/or violent behaviour in the future. To this end, all staff working with children are advised to maintain an attitude of ‘it could happen here’.

Schools should also be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, including intimate personal relationships and it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely that it will be perpetrated by boys.

The **Child-on-Child Abuse** Policy outlines how a report should be managed, and all staff need to ensure they understand and confident to manage this.

If there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, they will be referred to the local authority or the police. Members of staff must not attempt to deal with them as pastoral, classroom, or disciplinary issues, and should not impose their own thresholds before consulting the DSL. It is true that there will sometimes be a grey area between, on the one hand, incidents which should be regarded as abusive, and on the other, incidents which are more properly dealt with in schools such as (for example) children fighting. However, the DSL can advise staff on the thresholds which pertain to different definitions of child-on-child abuse, and in unclear cases will consult the local authority or police as necessary.

Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, and sexual exploitation. Caldicott will consider the conduct of the alleged perpetrator as part of their behaviour policy on the ‘balance of probabilities’ and apply appropriate and proportional consequences.

4.1 It is likely that to be considered a safeguarding allegation against a pupil, when the allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil. Groups at particular risk include students who identify as LGBT+, or are perceived by peers to be LGBT+, and pupils with SEND.
- Is of a serious nature, possibly including a criminal offence.
- Raises risk factors for other pupils in the school.
- Indicates that other pupils may have been affected by this student.

- Indicates that young people outside the school may be affected by this student.

4.2 Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned.
- Forcing others to use drugs or alcohol.

Emotional Abuse

- Blackmail or extortion.
- Threats and intimidation.

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults.
- Forcing others to watch pornography or take part in sexting.

Sexual Exploitation

- Encouraging other children to attend inappropriate parties.
- Photographing or videoing other children performing indecent acts.
- 'Upskirting'.

This also includes 'upskirting' which is a criminal offence and typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

4.3 Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

4.4 Sharing of nudes and/or semi-nudes

The sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer.
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g., by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" sets out the classification of incidents, and how each should be handled.

4.5 Upskirting

This is a criminal offence and typically involves taking 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. Anyone of any sex can be a victim.²¹⁴

4.6 Sexual Violence and Sexual Harassment between children (DfE, May 2018)

As set out in the DfE Guidance, Sexual Violence refers to criminal acts: rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003. Sexual harassment is described as 'unwanted conduct of a sexual nature'.

- Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex.
- Sexual violence refers to sexual offences under the Sexual Offences Act 2003 and include rape, assault by penetration and sexual assault.
- Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online or offline and is likely to degrade, humiliate and /or intimidate a child.

Serious violence Indicators: These are indicators which may signal that children are at risk from or are involved with serious violent crime 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 and may be at risk of criminal exploitation. All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence (for example, being male, frequent absence from school or permanently excluded from school, experienced child maltreatment or having been involved in offending) and understand the measures in place to manage these.

When responding to reports of sexual violence and sexual harassment, refer to the Child-on-Child Abuse Policy.

4.7 Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. 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 (a) in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years (including 16- and 17-year-olds who can legally consent to have sex) who has been coerced into engaging in sexual activities.

It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media). Some children may not realise they are being exploited e.g.; they believe they are in a genuine romantic relationship.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some of the following signs may be indicators of CSE:

- 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.
- Children who display sexual behaviours beyond expected sexual development

The DfE has published guidance on this entitled "*Child sexual exploitation: guide for practitioners*".

CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse.

4.8 Child Criminal Exploitation

Child criminal exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

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

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

Some of the following can be indicators of CCE:

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

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

Children who have been exploited will need additional support to help maintain them in education.

County lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults exploited to sell drugs and move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines.

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- who go missing and are subsequently found in areas away from their home;
- that have been the victim or perpetrator of serious violence (e.g., knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;

- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

4.9 Modern Slavery:

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "*Modern slavery: how to identify and support victims (June 2021)*".²²⁵

4.10 Cybercrime:

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and

interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.gov.uk.

4.11 So called 'honour based' abuse:

This 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.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the government's, Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting, or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g., withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.²³⁰

If staff have a concern that a pupil may be at risk of FGM, they should speak to the DSL (or deputy) who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally 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. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (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) teachers should follow the School's local safeguarding procedures.

Further information can be found in the *Multi-agency statutory guidance on female genital mutilation and the FGM resource pack*, particularly section 13.]

4.12 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. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Schools and colleges can play an important role in safeguarding children from forced marriage. School staff can contact the Forced Marriage Unit (FMU) if they need advice or information. The (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](#) FMU contact: 020 7008 0151 or email fm@fcdo.gov.uk. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found in the Multi-agency guidelines: Handling cases of forced marriage.

5. Radicalisation and the Prevent Duty:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is 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. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which

could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. Staff should contact the DSL or the Deputy DSL, who should be aware of the local procedures in place, before making a Prevent referral.

In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives at the new school.

This is **the duty in the Counter-Terrorism and Security Act 2015** on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

Channel is an **early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist** or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people

Guidance and references for all of the above can be found in KCSIE statutory guidance Annex "Further information"

6. Domestic abuse:

The Domestic Abuse Act 2021 introduced 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 definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. Domestic abuse can include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Domestic Abuse can encompass a range of different abusive behaviours and may be a single incident or a pattern of incidents. Abuse can be, but is not limited to, physical, sexual, psychological, emotional, and financial 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).

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children, affecting their health, wellbeing, development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

7. Homelessness:

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

8. Children absent from school:

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, abuse, child sexual and child criminal exploitation - particularly county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called 'honour'-based abuse or risk of forced marriage.

Staff must follow the school's procedures in response to persistently absent pupils and endeavour to identify potential abuse to prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging and where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

The School's procedure for dealing with children who are absent from education can be found in the School's 'Children Missing in Education Policy. All unexplained absences will be followed up in accordance with this policy.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect, or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resides of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action should be taken if any absence of a pupil from the School gives rise to a concern about their welfare. The school's safeguarding policy supports identification of abuse and provides preventative measures against the risk of children going missing. This applies when issues are first emerging as well as where children are already known to the local authority children's social care and need a social worker.

9. Child abduction and community safety incidents:

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

10. Children and the court system:

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5–11 year-olds and 12-17 year olds available on the gov.uk website. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

11. Children with family members in prison:

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

12. LGBTIQA+

The LGBTIQA+ acronym stands for lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, and the + holds space for the expanding and new understanding of different parts of the very diverse gender and sexual identities.

Children who are LGBTIQA+ can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBTIQA+ (whether they are or not) can be just as vulnerable as children who identify as LGBTIQA+.

13. Some children can find themselves in more vulnerable situations. Always be mindful of specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

Safeguarding issues can manifest themselves via child-on-child abuse, bullying, gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can be linked to, for example, children missing education; child sexual exploitation; domestic violence;

fabricated or induced illness; faith abuse (including ostracism of families; FGM; forced marriage; gangs and youth violence; gender-based violence; hate; mental health; radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking.

It is crucial to bear in mind and be aware of children facing issues such as:

- Child Abduction and Community Safety Incidents
- Children and the Court System
- Children with family members in prison
- Homelessness
- Children Requiring Additional Support
- Modern Slavery
- Radicalisation

Links to further Information on Specific Safeguarding issues

- [bullying including cyberbullying](#)
- [children missing education](#) – and Annex A
- [child missing from home or care](#)
- [child sexual exploitation](#) (CSE) – and Annex A
- [child criminal exploitation](#) (page 10)
- [county lines](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation](#) (FGM) – and Annex A
- [forced marriage](#)- and Annex A
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls](#) (VAWG)
- [hate](#)
- [mental health](#)
- [missing children and adults](#)
- [private fostering](#)
- [sexual harassment and sexual violence](#)
- [trafficking](#)
- [Upskirting](#)
- [Multi-agency principle for responding to child exploitation and extra-familial harm](#)

Whenever possible, staff should log into MyConcern to record a concern: <https://www.myconcern.education/>, click on “Report a concern” and complete the form as prompted. If this option is not practicable for whatever reason, then please use the form below.

Full name 		Date of birth 	Year Group
Name and position of person completing form (please print)			
Date and Date of incident /concern: mm/yy		Any other documents included with concern form (please list)	
Incident / concern (who what where when)			
Please use continuation sheet Y/N No of sheets used.....)			
Other relevant information (context of info shared, witnesses, immediate action taken)			
Action taken by staff member			

Reporting Staff Signature **Date.....**

Date and Time Passed to DSL.....

To be completed by DSL/DDSL

Action Taken by Designated Safeguarding Lead (if advice sought from outside agency, complete box at bottom of form)

Response/ outcome (please record all steps taken and details of follow-up date)

- **Watching brief (including name of Lead Teacher)**
- **Child Protection concern – file opened (date)**
- **Discussed with parent/guardian – yes or no (if no, why not) and by whom**
- **Feedback given to reporting individual & by whom (if not, why not)**

DSL Signature..... **Date**

Details of Agency Contact (if applicable);

Agency Contacted:

Person spoken to (Full Name):

Job Role:

Contact Phone Number:

Contact email:

Recommendations Given:

DSL Signature..... **Date**

Appendix C: ROLE OF DSL AND DDSL

According to statutory guidance (KCSIE, 2022) the Governors have appointed the Deputy Head Pastoral, Sarah Bisschop, to take lead responsibility for Safeguarding and Child Protection (including online safety and understanding the filtering and monitoring systems and processes in place). The Deputy Head Pastoral, Sarah Bisschop, has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. Craig Legge (Head of History) is the Deputy DSL. The role of DSL and DDSL is included in their job descriptions.

Job Description of the Designated Safeguarding Lead

Whilst the DSL will take lead responsibility, the DDSL will assist and be available to step in in the absence of the DSL if and when required. They will have an equivalent job description and working knowledge of all elements of the DSL's role to enable this. Ultimate responsibility will lie with the DSL.

1. Availability

During term time either the DSL or DDSL will be available during school hours to discuss any safeguarding concerns. Whilst generally speaking the DSL or DDSL would be expected to be available in person, in exceptional circumstances availability via phone and or Skype or other such media may be deemed acceptable.

2. Procedure:

- a) Holding and being conversant with current local and national Safeguarding and Child Protection procedures, including Online Safety.
- b) Keeping up to date through training. It is a requirement that this takes place at least every two years.
- c) Obtain access to resources and attend any relevant or refresher training courses.
- d) Reviewing and updating the school's Safeguarding and Child Protection policies and inter agency working. Any deficiencies or weaknesses in the policies and procedures must be remedied without delay.
- e) Promoting 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 leadership staff. This includes ensuring staff know who these children are, and that they 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.
- f) Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

3. Raising Awareness:

The DSL should create a culture of safeguarding and vigilance within the school and ensure the school's policies are known and used appropriately.

- a) Ensure staff have access to the schools Safeguarding and Child Protection Policy and procedures, especially new and part time staff. The DSL is responsible for organising and delivering child protection induction, and for regularly updating all school staff on Safeguarding developments, for example, through staff meetings, emails and notices.
- b) Ensure the school's Safeguarding and Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governors regarding this.
- c) Ensure Online Policy and practice is effective and compliant
- d) Monitor the effectiveness of policies and procedures in practice
- e) Maintain an overview of safeguarding within the school
- b) Ensure the Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- c) Link with the Buckinghamshire Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- e) Providing, with the Head and the Safeguarding Governor, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children with child protection plans (anonymised).
- f) Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.

4. Managing Referrals:

Receiving reports of alleged or suspected child abuse and neglect within the school, or reported by a child relating to incidents at home or outside the school, and referring these (as appropriate) to:

- Local Children's Social Care Services
- Channel programme
- The Disclosure and Barring Service (where a person is dismissed or left due to risk or harm to a child) and
- The police (cases where a crime may have been committed). This document may be of use: 'When to call the police' produced by the National Police Chiefs Council (NPCC).

5. Managing Child Protection Files:

- a) Keep detailed, accurate, secure written records of concerns and referrals. Keeping written records of concerns about a child even if there is no need to make an immediate referral. Ensuring that all such records are kept confidentially and securely, separate from pupil records and are copied on to the child's next school. Ensuring that an indication of further record-keeping is marked on the pupil records.
- b) Ensure child protection files are kept up to date.
- c) Passing on information to a new establishment when a child leaves the school. Files are transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This is transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt.
- d) Sharing any additional information with the new school prior to a child arriving to help them put in place the right support to safeguard this child and to help the child thrive in the school.

6. Working with others:

- a) Open channels of communication with local statutory agencies.
- b) Liaison over safeguarding matters with the local Children's Social Care Services.
- c) Act as a source of support, advice and expertise for all staff.
- d) Liaising with all relevant staff (including SEND and nurses) on matters of safety, safeguarding and welfare when deciding to implement strategies or make referrals so that a child's needs are considered holistically.
- e) Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- f) Liaising with the staff and keeping the Head fully informed of all relevant issues.
- g) Liaising with the Head to keep him informed of ongoing enquiries under section 47 of the Children Act 1989 and police, if relevant.
- h) Liaising with the Designated Governor.

7. Training

The DSL and DDSs are fully trained for the demands of this role in child protection, interagency working and Prevent. They should regularly attend courses with child support agencies to ensure that they remain conversant with best practice and receive appropriate refresher training. This training is carried out at least every two years and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually. All other staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

The DSL will ensure appropriate cover is in place, using the DDSLs and Safeguarding Team, should she not be able to carry out her DSL role due to Covid 19 or other such incapacity.

8. New Staff Training:

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Safeguarding is the responsibility of all members of staff and all staff should know what to do to raise a concern.

New staff (including temporary staff), volunteers and governors will receive training during their induction. Induction training will include:

- Familiarisation with the **Safeguarding and Child Protection Policy**
- The role and identities of the **DSL and DDSL**
- Use of **Concern Forms and MyConcern**
- **Staff Code of Conduct**
- Signposting to the School's **Whistleblowing Policy** and the **Acceptable use of Technologies Policy**
- **The Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy**
- **The Anti-Bullying Policy** (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- The school's procedure for managing **children who are missing from education**
- **On-line Safety Policy** (Training includes an understanding of the School's expectations, applicable roles and responsibilities in relation to filtering and monitoring).
- Familiarisation and reading of **Part I & 5 and Annex A & B** of the prevailing **Keeping Children Safe in Education** guidelines.