Safeguarding and Child Protection Policy 2022-2023

The Cottesloe School

Policy Type:	Statutory
Reviewed by:	Safeguarding Governors (Mr K Adamson and Mrs C Stirk) and Assistant Headteacher - Safeguarding & Wellbeing (Mrs C Hankin)

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Next review:	Autumn Term 2023

CONTENTS

This policy will be made available to all staff (including any supply or agency staff) and volunteers, and placed on the School website, T:\Staff Resources\Policies and Procedures drive and Safeguard.

1 Contacts

1.1. School Contacts

Headteacher	Mr Simon Jones
Leadership Team Designated Safeguarding Lead:	Mrs C Hankin, Assistant Headteacher 01296 688264
Deputy Safeguarding Lead:	Miss E Phillips, TEAM Hub Manager
Additional Safeguarding Officers:	Mrs E West, TEAM Hub Student Support Officer
	Mrs N Brimmell, Wellbeing Officer
	Mr S Jones, Headteacher
Looked After Children Officer:	Mrs C Hankin, Assistant Headteacher

Any Child Protection matter should be brought to the attention of one of the Safeguarding Team

CP and Safeguarding Governor:	Mrs C Stirk
Chair of Governors:	Mr P Kitchen email pkitchen@cottesloe.bucks.sch.uk

1.2 Contacts in Buckinghamshire Council

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981 Secure-esasduty@buckinghamshire.gov.uk
First Response Team (aka MASH) (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677 Secure-cyp.firstresponse@buckinghamshire.gov.uk
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070 Secure-lado@buckinghamshire.gov.uk
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383065
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
Buckinghamshire Council-Equalities & School Improvement Manager	01296 382461 Yvette.thomas@buckinghamshire.gov.uk
Buckinghamshire Council Prevent Co-ordinator	01296 674784 Alisonwatts1@buckinghamshire.gov.uk
Thames Valley Police	101 (999 in case of emergency)

1.3 This policy should be read in conjunction with the following policies:

- Anti-bullying
- Attendance
- Behaviour for Learning (mobile phone use)
- Looked After Children
- Equalities and Cohesion
- Lettings
- SEND
- Health & Safety
- Supporting students with medical needs
- CCTV
- On-line Safety (Formally known as E-Safety) (including use of social media and use of mobiles/electronic devices)
- Staff Code of Conduct
- Personal, Social, Health and Citizenship Education (PSHCE)
- Relationships and Sex Education (RSE)
- Visitors
- Whistleblowing
- Safer Recruitment
- Lock Down
- Counselling
- Educational Visits
- Drug Education
- Record Keeping
- Complaints and Resolutions
- Data Protection

Definitions

Safeguarding and promoting the welfare of children means:

• 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.

Child protection is part of the safeguarding process and it refers to the procedures undertaken to protect individual children who have been identified as suffering or likely to suffer significant harm.

Child abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children includes everyone under the age of 18

2 **Introduction**

2.1 At The Cottesloe School, we believe our policy on child protection must be founded on the right of all students to be safe and feel safe. We expect all members of the school community including staff, governors, supply staff and volunteers to share this commitment. Every member of the school community is responsible for contributing to a positive culture of safeguarding.

The aim of this policy is to provide staff (including any supply or agency staff), governors and volunteers with the framework they need to keep students at The Cottesloe School safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

This policy has been developed in accordance with the following legislation and guidance:
- Children Act 1989 (amended 2004)
- [Working Together To Safeguard Children 2018 July 2018](#)
- [Keeping children safe in education 2022 (publishing.service.gov.uk)](#)
- [Information Sharing Guidance](#) for Safeguarding Practitioners– DfE July 2018
- [Children missing education - GOV.UK -](#) Statutory Guidance for Local Authorities Sept 2016
- [Prevent Duty Guidance -](#) Statutory Guidance issued under section 29 of the CounterTerrorism and Security Act 2015
- [Equality Act 2010: guidance - GOV.UK](#)
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)
- Statutory guidance on FGM [Multi-agency Statutory Guidance on Female Genital Mutilation](#)

- The Cottesloe School has developed guidance documents in several key areas which should be used as further reading (see separate document available on school website) - Female Genital Mutilation; Forced Marriage; Honour Based Abuse; Children Fasting in Schools; Breast Ironing; Self Harm.

2.2 Clear governance and leadership is central to embedding a safeguarding culture. The Governing Board takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those students who are suffering harm or whom may be at risk of harm. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annex A of Keeping Children Safe in Education, September 2022.**

2.3 All staff must read and adhere to the **Staff Code of Conduct**

2.4   Every member of the school community is responsible for contributing to a positive culture of safeguarding.

2.5   The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children, including online. Staff must remain vigilant and alert to these potential risks

2.6   The aims of this policy are:

2.6.1   To provide an environment in which children feel safe, secure, valued and respected.

2.6.2   To ensure that senior leaders, teaching staff and non-teaching staff, supply or agency staff, governors and volunteers
- Are aware of the need to safeguard and promote the wellbeing of children
- Identify the need for early support
- Promptly report concerns in line with guidance from the Buckinghamshire Continuum of Need
- Are trained to recognise signs and indicators of abuse

2.6.3   To provide a systematic means of monitoring children known to be, or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.

2.6.4   To ensure The Cottesloe School has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.

2.6.5   To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns.

2.6.6   To develop effective working relationships with all other agencies involved in safeguarding and supporting the needs of children at our school.

2.6.7   To ensure that all staff appointed within our school have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.

2.6.8   To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

2.7 This policy is published on our website, in the policies section under the 'About us' tab – Safeguarding Policies. Hard copies are available from the school office upon request.

3 **Responsibilities**

3.1 All staff, (including any supply or agency staff) governors, visitors, volunteers and contractors understand safeguarding children is everyone's responsibility. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to a member of the schools Safeguarding Team. In the absence of any of the above, concerns will be brought to the most senior member of staff on site.

3.2 Staff must maintain a good working knowledge of the [Buckinghamshire Continuum of Need](#) and any updates and how it should be used to inform decision making regarding a referral to First Response.

3.3 Staff must have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

3.4 Staff must understand vulnerability and that barriers exist when recognising abuse. Consider the following groups who may have increased vulnerability:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, radicalisation and gang involvement
- Looked after children and previously looked after children
- Children who have a social worker
- Privately fostered children
- Asylum seeking and refugee children
- So-called Honour Based Violence, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ+ group
- Children who are at risk of discrimination due to faith and belief, race or ethnicity.

3.5 The Governing Board understands and fulfils its safeguarding responsibilities.

It must:

3.5.1 Ensure that the Headteacher and (when not the Headteacher) the Designated Safeguarding Lead (DSL) creates and maintains a strong, positive culture of safeguarding within the school.

3.5.2 Ensure that this Policy reflects the unique features of the community we serve and the needs of the students attending our provision. This policy will be reviewed at least annually and whenever new guidance is issued.

3.5.3 Regularly monitor and evaluate the effectiveness of this Safeguarding and Child Protection Policy.

3.5.4 Appoint a Designated Safeguarding Lead (DSL) who is a member of the Senior Leadership Team (SLT) and has the required level of authority, and also appoint at least one Deputy DSL. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions. If not the DSL, the Headteacher still maintains overall responsibility for safeguarding and child protection within the school.

3.5.5 Recognise the importance of the role of the DSL ensuring they have sufficient time, training skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.

3.5.6 Ensure measures are in place for the governing board to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust

structures are in place to challenge the Headteacher where there are any identified gaps in practice or where procedures are not followed.

3.5.7 Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSCHE curriculum and relevant issues through the Relationships and Sex Education. Ensure that through curriculum content and delivery, students understand to keep themselves safe.

3.5.8 Ensure that the school is following the statutory RSE guidance [relationships educations and sex education (RSE) and health education.](#)

3.5.9 Ensure safe and effective recruitment policies and disciplinary procedures are in place.

3.5.10 Ensure resources are allocated to meet the needs of students requiring child protection or early intervention.

3.5.11 Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy of this report is shared with the Education Safeguarding Advisory Service (ESAS) at Buckinghamshire Council

3.6 It is the duty of the Chair of Governors (Mr Paul Kitchen) to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff /student/parents/carers should escalate concerns to the Local Authority Designated Officer via First Response.

3.7 The Governing Board must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. The guidance in Part four of Keeping Children Safe in Education 2022 must be followed if there were any such concerns. [Keeping Children Safe in Education 2021-2](#)

3.8 The Governing Board must ensure that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

3.9 The Governing Board has a statutory duty to appoint a Nominated Governor for child protection. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor is Kevin Adamson.

The Nominated Governor must:

3.9.1 Work with the Designated Safeguarding Lead to produce the Safeguarding and Child Protection Policy annually.

3.9.2 Undertake appropriate safeguarding training to include Prevent and Safer Recruitment Training.

3.9.3 Ensure Safeguarding and Child Protection is, regularly discussed at Governing Board meetings

3.9.4 Meet at least termly with the DSL to review and monitor school's delivery on its safeguarding responsibilities and to review the Single Central Record and complete an audit of the staff files.

3.9.5 Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:

[Inspecting safeguarding in early years, education and skills settings](#)
[Education inspection framework (EIF) - GOV.UK (www.gov.uk)](#)

3.10 All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance.

3.11 The governing board must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.

3.12 We have a Designated Safeguarding Lead (DSL) who along with members of the safeguarding team are responsible for:

3.12.1 Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.

3.12.2 Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.

3.12.3 Ensuring referrals to partner agencies are followed up in writing including referrals to First Response and Early Help (FSS)

3.12.4 Establishing a safe and secure system for recording and monitoring safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.

3.12.5 Ensuring all child protection files are held separately from student educational records.

3.12.6 Maintaining the record of staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.

3.12.7 Being the designated point of contact for staff to be able to discuss and share their concerns.

3.12.8 Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours with the expectation that all meetings in school holidays are attended including those convened at short notice.

3.12.9 During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.

3.12.10 Contributing effectively to multiagency working for the safeguarding and promotion of the welfare of children, as set out in Working Together guidance.

3.12.11 Providing the Headteacher with an annual report for the Governing Board, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Board will use this report to fulfil its responsibility to provide the Local Authority with information about their Safeguarding policies and procedures.

3.12.12 Meeting regularly (at least once a term) with the Nominated Governor, to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in policy or procedure. A record should be kept of these meetings. Providing the Headteacher with up to date information of any issues.

3.12.13 Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.

3. 12.14 Referring immediately to the Police, using the guidance "When to call the police" any cases where a criminal offence may have been committed or risk of harm is imminent.

4. **Procedures**

Our school procedures for all staff (including any supply or agency staff), Governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and **Buckinghamshire Safeguarding Children Partnership** safeguarding procedures, "**Working Together to Safeguard Children 2018**" and "**Keeping Children Safe in Education 2021 2**" and statutory guidance issued under **section 29 of the Counter-Terrorism and Security Act 2015.**

At The Cottesloe School we will support all students and their families. This may mean that absences for different reasons are authorised:

- Religious observance - where the day is exclusively set apart for religious observance by the religious body to which the student's parents belong.
- Traveller pupils travelling for occupational purposes - this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school but it is not known whether the pupil is attending educational provision.

Support can be offered to those parents that have barriers, these include, but are not limited to:

- Helping parents to read and fill out forms
- Emails to be used as a way of communicating to allow parents or carers to easily translate it into their spoken language
- Contact to be made to an agreed English speaking relative
- Financial support
- Providing key documents/communications in alternative languages

However, we will ensure that safeguarding takes precedence when there are any child protection concerns.

We will ensure:

4.1 Visitors must be :

- Clearly identified with visitor/contractor passes.
- Met and directed by school staff/representatives.

- Signed in and out of the school by school staff.
- Given a safeguarding leaflet, and directed to read it along with the information that is included within the visitor badge holder, informing them of how to report a concern.
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative as required.
- Given access to students restricted to the purpose of their visit.

4.2   All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year. All new staff will receive safeguarding and child protection training on induction including online safety and Staff Code of Conduct.

4.3   All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through this policy.

4.4   All staff (including supply/agency staff) must follow the reporting procedures below when reporting any child protection concerns:

- Staff must ensure the child is in a safe place and in receipt of support;
- Staff must initially make a verbal report to a member of the Safeguarding Team to alert them to the safeguarding/child protection concern;
- Staff must make a written report using the school record keeping process which is the cloud based software, 'Safeguard'. The link is available on all desktops, or via the school website.
- Staff must ensure the time and date of the incident is recorded;
- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
- Use a body map to record any injuries seen or reported by the child:
- Staff must save the report which will automatically record the time and date of the report as well as the name of the person recording the information.
- Members of the Safeguarding Team must record when the report was read and what action was taken alongside any outcomes achieved.
- The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.

4.5   Through our **Attendance Policy,** we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and students promptly and identify any safeguarding issues arising.

Parents must notify the school on each day of any unplanned absence - by 8.30 am or as soon as practically possible. We ask all parents to preferably call the absence line on 01296 689720 or if this is not possible email studentabsence@cottesloe.bucks.sch.uk

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness. If the authenticity of the illness is in doubt, the school may ask parents to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

Any student that has been marked absent during morning registration and subsequent lessons, where parents have not notified the school, will receive a telephone call or email from the school's attendance officer before 11am to ask about their whereabouts.

The school will follow up any absences to ascertain the reason, to ensure proper safeguarding action is taken where necessary. The school will contact parents daily via phone and/or email to ascertain any unexplained absences. In cases where we are concerned about a student's welfare we will make unannounced home visits.

Some identified students are monitored on a lesson by lesson basis. If they fail to attend a lesson, and have previously been marked present in either a previous lesson or registration, staff should email the attendance watchlist where a search can be instigated.

The school has an attendance watchlist that is regularly updated by members of the pastoral team.

4.9   All children attending our school are required to have a minimum of two identified emergency contacts.

4.10   Any student whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol.**

4.11   Any absence of a student currently subject to a child protection or child in need plan is referred to their Social Worker.

4.12   Parents/carers must inform school if there are any changes to a student's living arrangement. The Cottesloe School has a mandatory duty to inform the local authority via the First Response Team, if a child under the age of 16 years, lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

4.13   All staff, parents/carers and children are made aware of the school's escalation process, which can be activated in the event of concerns not being resolved after the first point of contact. The process for parents/carers and children can be found here and on the school website.

4.14   Our lettings policy reflects the on-going responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. The school must have sight of the up to date **Child Protection Policy** of any organisation hiring the school's facilities.

4.15   The school operates **Safer Recruitment** practices. Governors ensure that staff who are involved in the recruitment process have received safer recruitment training. (A record of this information is kept on file). Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the school.

4.16   Allegations against members of staff including any supply or agency staff, governors including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).

4.17   Our procedures are reviewed and updated annually as a minimum or as there are changes to legislation.

4.18 Students are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies and tutor time. Staff are regularly reminded of how to report concerns about a member of staff, including the Headteacher.

5 Record-Keeping and Retention of Records

5.1 When a disclosure of abuse, or an allegation against a member of staff (including any supply or agency staff) or volunteer, has been made, no matter how low level, our school will have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation.**

5.2 Records should include:
- a clear and comprehensive summary of the concern;
- a clear, detailed and robust chronology which must be maintained
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

5.3 There is a statutory requirement for our school to pass any child protection records to the student's next school. This must take place within 5 days of the 1st day of term or within 5 days of an in-year transfer. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately to the student's general file using a secure method. No records should be maintained within the school once the files have been transferred.

5.4 The last statutory school maintains safeguarding and child protection files until a student reaches the age of 25 years, therefore if the transfer school is unknown, or a student is going to be electively home educated, any safeguarding and child protection files will remain at our school in a secure location. Safeguarding and child protection files will only be destroyed when the student reaches their 25th birthday.

5.5 We have a robust system for reviewing and archiving of information held. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies.

6 Confidentiality

6.1 We recognise that all matters relating to safeguarding and child protection are confidential.

6.2 The Headteacher or Designated Safeguarding Lead must only disclose personal information about a student to other members of staff on a need to know basis.

6.3 Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Safeguarding Team and securely stored in the designated location within the school, separate from the student records.

6.4 All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

6.5 We will always undertake to share our intention to refer a child to Social Care (First

Response) with their parents/carers consent, 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 First Response on this point. We recognise that GDPR Data Protection Act 2018 must not be a barrier for sharing information regarding safeguarding concerns in line with '**Working Together**'

Gov guidance link:
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

7. Recognising abuse

In the event of a child disclosing abuse staff must:

7.1   Refer to the following guidance:

"What to do if You're Worried a Child is Being Abused" Stat guidance template (publishing.service.gov.uk)

7.2   Listen to the child, allowing the child to tell what has happened in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.

7.3   Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

7.4   Make an accurate record of what they have seen/heard using the schools record keeping processes, recording: times, dates or locations mentioned, using as many words and expressions used by the child as possible. Staff must not substitute anatomically correct names for body part names used by the child.

7.5   Reassure the child that they did the right thing in telling someone.

7.6   Staff must explain to the child what will happen next and the need for the information to be shared with the Safeguarding Team

7.7   In the unlikely event of none of the Safeguarding Team being available, staff are aware they must share concerns with the most senior member of staff.

7.8   **If there is immediate risk of harm to a child staff will NOT DELAY and will ring 999.**

7.9   The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

7.10   Following a report of concerns a member of the Safeguarding Team must:

7.10.1   Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is

appropriate. Referring to the guidance **'When to call the Police'** The rationale for this decision should be recorded by a member of the Safeguarding Team.

7.10.2   The school should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, a member of the Safeguarding Team should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

7.10.3   If there are grounds to suspect a child is suffering or is likely to suffer significant harm, a member of the Safeguarding Team must contact First Response by telephone immediately, in first instance and then completing the Multi Agency Referral Form (MARF)

7.10.4   If the child is in immediate danger and urgent protective action is required, the police must be called. A member of the Safeguarding Team must then notify First Response of the occurrence and what action has been taken.

7.10.5   If a child needs urgent medical attention a member of the school's safeguarding team should call an ambulance via 999. They must then contact First Response; advice to be sought from First Response about informing parents/carers.

8   Multi-agency working

8.1   The Cottesloe School know what the role of schools is as a relevant agency within the three safeguarding partner arrangements and as required, will contribute to multi-agency working in line with statutory guidance 'Working Together to Safeguard Children'.

8.2   When named as a relevant agency and involved in safeguarding arrangements, The Cottesloe School will co-operate alongside other agencies with the published arrangements.

8.3   The Cottesloe School will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

8.4   The Cottesloe School will allow access for and work with children's social care to conduct or consider whether to conduct as section 17 or section 47 assessment.

8.5   If, following a referral, the situation is not improving for the child, a member of the safeguarding team will follow the escalation process.

9   Supporting staff

9.1   We recognise that staff becoming 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 a member of the Safeguarding Team and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme or trade union, as appropriate.

Members of the Safeguarding Team have access to supervision.

10 Allegations against staff, supply or agency workers, volunteers and contractors (including governors)

10.1   Here at The Cottesloe School, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors.

10.2   KCSIE 2022- Part Four contains comprehensive guidance covering the two levels of allegations/concern:
1. allegations that may meet the harms threshold
2. allegations/concerns that do not meet the harm threshold- referred to for   the purpose of this guidance as 'low level concerns'.

10.3   All school staff, which includes any supply or agency workers, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. Staff are made aware of safe working practice on the staff induction. It is also documented in the **Staff Code of Conduct**.

10.4   We understand that a student may make an allegation against a member of staff (including any supply or agency staff), volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. If the allegation is made against the Headteacher, the Chair of Governors must be informed.

10.5   At The Cottesloe School we recognise that an allegation may be made if a member of staff, a member of supply staff, a volunteer or a contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

10.6   The Headteacher/Senior Teacher/Chair of Governors (where the allegation is in reference to the Headteacher) on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

10.7   The Headteacher/Senior Teacher /Chair of Governors (where the allegation is in reference to the Headteacher) will:

10.7.1 Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member (including any supply or agency staff) volunteer or contractor against whom the allegation is made, as well as supporting other staff (including any supply or agency staff), volunteers and contractors within the workplace.

10.7.2 Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation.

10.7.3 Ensure feedback is provided to the LADO about the outcome of any internal investigations.

10.8 The school will follow the local safeguarding procedures for managing allegations against staff (including any supply or agency staff) volunteers and contractors a copy of which can be found on the T:\Policies and Procedures drive, on the school website under the 'About us' tab or from the Headteacher's PA.

10.9 If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.

10.10 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from external HR.

10.11 Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

10.12 Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Headteacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

11 Whistleblowing

11.1 We have a **Whistleblowing Policy** which can be found in T:\Policies and Procedures drive or from the Headteacher's PA. Staff are required to familiarise themselves with this document during their induction period.

11.2 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Governors.

12 Physical intervention/Positive handling

12.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour for Learning Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, and Advice for Headteachers, Staff and Governing Bodies' July 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent students from hurting themselves or

others, from damaging property, or from causing disorder. It must always be used as a last resort, be applied using the minimum amount of force and for the minimum amount of time possible. Be used in a way that maintains the safety and dignity of all concerned. All incidents of Physical intervention/positive handling must be recorded and reported to parents. It is always unlawful to use force as a punishment.

13 Anti-Bullying

13.1   At our school, we have an agreed definition of bullying as *'repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability'* which is understood by students, staff (including supply staff), governors, parents and carers.

13.2   We have an Anti-Bullying Policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

13.3   Staff, students and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy and is taught in PSHCE and IT lessons.

14 Discriminatory Incidents

14.1   In line with the **Equalities Act 2010**, our **Equalities and Cohesion Policy** addresses all forms of discriminatory incidents. It takes into account the guidance offered by the Buckinghamshire guidance document 'Equally Safe [– Dealing with Prejudice Related Incidents Guidance for Schools'.](#) All incidents of reported discriminatory behaviours will be taken seriously and dealt with as per the school's Behaviour for Learning Policy.

15 Health and Safety

15.1   We recognise the importance of safeguarding students throughout the school day. Our **Health & Safety Policy** reflects the consideration we give to the protection of our children both physically and emotionally, within the school environment

15.2   Part of the safeguarding measures we have in place include the safe dropping off and collection of students at the start and end of the school day. All parents/carers that drive students to school should deliver their children to the coach park in the morning, using the area by the shelter as a drop off point. Please be vigilant in the fact that this is being used in the morning by school buses. The collection point at the end of the day is also from the coach park. Parents are not permitted to enter the coach park before 3.15pm (or once the final school bus has departed) as the school buses will be collecting students. Students who arrive in school via taxi, will be dropped off and collected from the front of the school. Collection or drop off of students throughout the school day, due to appointments or sickness, will remain at the front of the school. Parents/carers are expected to inform us via Reception if there is to be a change in the arrangement of collection for their children.

15.3   Any student who has to leave the site during the school day must do so only with the written permission of a parent/carer and are collected by an authorised adult where

appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task. Students that leave school early, or arrive late, should sign in and out in Student Reception or in the Sixth Form office.

15.4   Students that arrive to school either by bus or by car are dropped off on the coach park at the rear of the school. Students should then stay on school site until the end of the school day. Students that attend afterschool clubs or fixtures should be collected by parents at the agreed time given from the coach park. Staff that organise these clubs/fixtures must stay in school until the last student is collected.

15.5   In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, staff will then make contact with the student's parents/carers and inform the police.

16   Prevent Duty

16.1   We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.

16.2   All school staff and governors in our school have completed Prevent training and we have training logs to evidence this.

16.3   We have in place and monitor appropriate web filtering systems.

16.4   The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance:
Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk)

17   Online Safety

17.1   All staff must be aware of the school policy on **Online-Safety** which sets out our expectations relating to:

- Creating a safer online learning environment.
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe online, question the information they are accessing and support the development of critical thinking.
    - Inspiring safe and responsible use of mobile technologies, to combat behaviours online which may make students vulnerable including. The sending of nude or semi-nude images.
    - Use of camera equipment, including smartphones.
    - What steps to take if there are concerns and where to go for help
    - Staff use of social media as set out in the **Staff Code of Conduct**.

17.2   Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures This includes sending nude or semi-nude images and image exchange under threat or use of coercion. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the safeguarding team should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider

environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

17.3 School are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

17.4 Students, staff and parents/carers are supported to understand the risks posed by:
- the CONTENT accessed by students
- their CONDUCT on-line
- who they have CONTACT within the digital world
- COMMERCE - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Further information can be found in our Online Safety Policy which can be found on our school website under the Policies section

17.5 The Cottesloe school have online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material. These systems are regularly monitored.

17.6 The Cottesloe School will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.

17.7 We have a 'SEE IT, HEAR IT, TAKE IT' policy in regard to mobile phone use in school. This is included with the school's **Behaviour for Learning policy**. This includes sanctions which will be applied when these boundaries are not adhered to.

17.8 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.

17.9 Staff's use of mobile technology whilst on site is set out in the **Staff Code of Conduct**.

17.10 All staff receive awareness training in order to understand the risks children are exposed to on induction and at least once per academic year.

18 Sending nude or semi-nude images

Sending nude images or semi-nude images is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. Further advice and guidance can be found using the link below:

Sharing nudes and semi-nudes

18.1 Staff, students and parents are supported, via training, assemblies, newsletters, etc to understand, the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of students themselves if they are under the age of 18.

18.2 Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in:
Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk) produced by the UK Council for Internet Safety. A member of the Safeguarding Team will inform parents/carers of any incidents.

19 Child on Child Abuse

The Cottesloe School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other students. We recognise that some safeguarding concerns can occur via Child on Child abuse

19.1 All staff operate a zero-tolerance policy to child on child abuse and will not pass off incidents as 'banter' or 'just growing up'.

19.2 All staff recognise that child on child issues may include, but may not be limited to:

- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- 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 (Harmful sexual behaviour HSB)
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & non-consensual)
- Upskirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships

19.3 All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Incidents of child-on-child abuse must be reported to a member of the safeguarding team, who will refer to the appropriate agencies as required.

19.4 The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate students
- Any concerns about the intentions of the alleged perpetrator
- How to best support and protect the victim and alleged perpetrator as well as any other children who may have been involved or impacted.
- Risk assessments and safety planning will be created in conjunction with external professionals.

19.5 In order to minimise the risk of child on child abuse taking place, school must:
- Deliver PSHCE and RSE to include teaching students about how to keep safe and understanding what acceptable behaviour looks like

- ▪ Ensure that students know that all members of staff will listen to them if they have concerns and will act upon them
- ▪ Have systems in place for any student to be able to voice concerns
- ▪ Develop robust risk assessments if appropriate
- ▪ Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy**

19.6   We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incident to the Headteacher, a member of the Safeguarding Team or most senior member of staff.

19.6 Reference will be made to the following government guidance and part 5 of the Keeping Children Safe in Education, Sept 2022 to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual](#) [harassment between children in schools and colleges - GOV.UK](#) The school ensure that they keep up with current legislation and practice referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance.

20 Sexual Violence & Sexual Harassment

20.1   Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both   physically and verbally) and can take place inside or outside of school. As set out in Part Five of the KCSIE 2022, all staff maintain an attitude of '**it could happen here**' and the school adopts a zero tolerance approach - it is never acceptable.

20.2   All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

20.3   All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

21 Cultural Issues

21.1   As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our students and their families as they relate to safeguarding and Child Protection. This includes children at risk of harm from abuse arising from culture, faith and belief on the part of their parent, carer or wider community.

21.2   Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

22 So Called 'Honour' Based Abuse

22.1   Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will

do this with the support of a member of the Safeguarding Team [Mandatory reporting of female genital](#) [mutilation procedural information](#)

22.2   Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some students due to capacity or additional learning needs may not be able to give an informed consent and this will be dealt with under our child protection processes. The Cottesloe School staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fmu@fco.gov.uk

22.3   We are aware of the signs of FGM [Female genital mutilation (FGM) | NSPCC](#)

22.4   We recognise that both male and female students may be subject to honour based abuse.

22.5   We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff,

22.6   Any suspicions or concerns for forced marriage are reported to a member of the Safeguarding Team who will refer to First Response or the police if emergency action is required.

23 Contextual Safeguarding and extra familial harms

Contextual Safeguarding is an approach to understanding, and responding to children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system often during the adolescent years. This can include both sexual and child exploitation, domestic abuse in their own relationships. .

23.1   At The Cottesloe School all staff recognise that students may encounter safeguarding issues that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the students.

23.2   All staff, and especially the Safeguarding Team, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the student's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

We recognise that the geographical location of the school and the villages where our students live, may mean that they are at risk to certain safeguarding issues such as CSE and CCE. We monitor any concerns that we receive and look for trends that may put other members of our school community at risk. Any intelligence that we receive is always reported to the police.

23.3   Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

23.4   In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: https://contextualsafeguarding.org.uk/

24 Serious Violence

24.1   All staff are aware of the signs and 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 significant change in wellbeing or signs of assault or unexplained injuries. Staff are aware that 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.

24.2   At The Cottesloe School we are aware of the range of factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising Preventing youth violence and gang involvement - Practical advice for schools and colleges (publishing.service.gov.uk)

25   Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, referred to as 'teenage relationship abuse' KCSiE 2022 pg 144, can suffer long lasting emotional and psychological effects. Staff must report any concerns using the school's safeguarding procedures.

26   Children Who Need a Social Worker (Child Protection and Child In Need Plans)

26.1   Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.

26.2   The Cottesloe School will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.

26.3   Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

26.4   The Virtual School lead the support for this cohort of children and The Cottesloe School will work in partnership with them and the Local Authority to improve outcomes for these children.

27.   Mental Health

27.1 At The Cottesloe School, we are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

27.2 Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.

27.3 Staff will report any mental health concern that is linked to a safeguarding concern to a member of the safeguarding team.

27.4 Where there are concerns for a child's mental health The Cottesloe School will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem. Mental health and behaviour in schools (publishing.service.gov.uk)

27.5 Mrs Chloe Hankin, Assistant Head Safeguarding and Wellbeing and DSL, is the school's Senior Mental Health Lead for the school.

28. Looked After Children

28.1 The Cottesloe School has a named Designated Teacher (DT), who is responsible for promoting the education achievement and well-being for LAC and previously LAC children.

28.2. The DT works closely with the DSL to ensure that any safeguarding concerns are responded to quickly and effectively and are shared with the appropriate agencies.

28.3. The Virtual School, who is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

29. Policy Review

The Governing Board of our school is responsible for ensuring the annual review of this policy and the date the next review is due is on the front cover of this policy.

Safeguarding and Child Protection

Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified.

Categories of Abuse

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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers);
- ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

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

Exploitation

Exploitation is a form of child abuse and may take a number of forms.
Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Taken from – **"Keeping Children Safe in Education 2022"**.

[Home Office – Serious Violence Strategy, April 2018 (publishing.service.gov.uk)](#)

Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
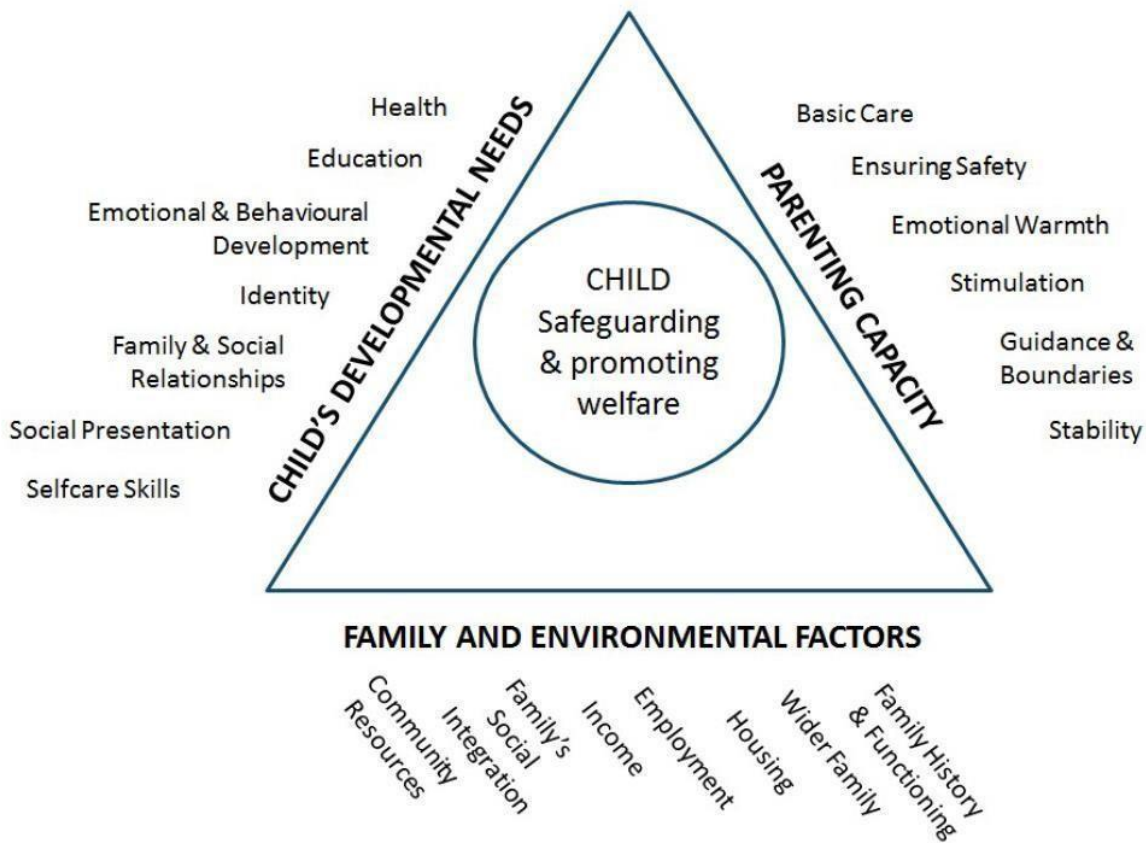
County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms 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 are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Taken from – **"Keeping Children Safe in Education 2022"**.

Harmful sexual behaviour (HSB)
Children's sexual behaviour ranges, from normal and developmental expected to inappropriate, problematic, abusive and violent. The inappropriate, problematic, abusive and violent behaviour can cause developmental damage and is referred to as "Harmful Sexual Behaviour" (HSB). This can occur both online and face to face. Children with SEND are more likely to be victims of HSB from their peers.

Assessment Framework
(from Working Together to Safeguard Children, July 2018)

Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.
Sexual Harassment Procedures at The Cottesloe School

Response to reports of sexual harrasment or sexual assault

Report Received
This is either via the victim or from a third party.
Whether something has happened in school, outside of school or online.

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Definitions
Sexual Violence
Rape
Assault by penetration
Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Record-keeping
All concerns, discussions decisions and reasons for decisions are recorded on safeguard and the serious incident log.

Victim Reassured
- taken seriously and kept safe; and never be given an impression that they are creating a problem
- confidentiality never promised
- victim is listened to in a non-judgmental way
- record the disclosure (as factually reported)
- two staff are present, one being a DSL
- victim sensitively informed about possible referrals to other agencies
- if victim doesn't give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children
- Parents of victim informed, unless by doing so puts the victim at greater risk.

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

Considerations
(Sexual violence, sexual harassment and harmful sexualised behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator
- Wishes of the victim
- Nature of the alleged incident
- Ages of the students
- Development stage of the student
- Any power imbalance
- One-off, or part of a pattern of behaviours
- Any ongoing risks to victim or others
- Other related issues and wider context (e.g. CSE)

Manage Internally
One-off incidents which the school believes that the student(s) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy

Early Help
Non-violent harmful sexual behaviours
NSPCC HSB Framework

Refer to Social Care
All incidents where a student has been harmed, is at risk or harm or is in immediate danger Social care staff will decide next steps. Be ready to escalate if necessary.

Refer to Police
All incidents of rape, assault by penetration or sexual assault. Discuss next steps with police for example, disclosing information to other staff, informing alleged perpetrator and their parents.

Risk Assessment
Case by case basis
Refer to the latest edition of Keeping Children Safe in Education.

Risk Assessment
(Immediate)
Do not wait for outcome of referral before protecting victim Emphasis on victim being able to continue normal routines. Alleged perpetrator removed from any classes with victim (also consider shared spaces, journey to and from school) Not a judgement of guilt.

Safeguard and support for victim and (alleged) perpetrator
(see separate page)

Safeguard and support for victim and (alleged) perpetrator
(see separate page)

Disciplinary measures taken
See schools behaviour policy

Disciplinary measures taken
(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)
Ensure that actions do not jeopardise the investigation
School to work closely with police and/or other agencies

Criminal process ends
- **Conviction or Caution:** follow behaviour policy, consider permanent exclusion. If student remains in school, make clear expectations; keep victim and perpetrator apart. Consider victims wishes
- **Not guilty:** Support victim and alleged perpetrator
- **No further action:** Support victim and alleged perpetrator

Response to reports of
sexual harrasment or
sexual assault

Prepare | Aspire | Succeed

Protocol for incidents reported in school

1. When a case is reported, discuss with a member of the schools safeguarding team to decide the plan of action.
2. Speak to the victim in pairs, with a member of the safeguarding team using language that the student is comfortable with. Staff to take a detailed description of the disclosure.
3. Victim to write a statement using their own words/language that is signed and dated.
4. Staff members to log case on Safeguard and record on serious incident log.
5. Staff to read statement and any follow up questions/answers written down.
6. Alleged perpetrator is spoken to in pairs, with a member of the safeguarding team using language that the student is comfortable with. Staff to take a detailed account of the conversation.
7. Alleged perpetrator to write a statement using their own words/language that is signed and dated.
8. Parental contact made for both parties. Staff to update Safeguard and serious incident accordingly.
9. Outside agency referral if appropriate.
10. Support and/or sanction agreed for victim(s) and perpetrator(s).
11. Review of incident in weekly safeguard meeting.
12. Future check in with both parties at a pre-agreed time.
13. Consider the wider context. Who else is affected by this? Is a class move appropriate?

Possible support for the victim(s) and alleged perpetrator(s)

Victim	Alleged Perpetrator
• TEAM Hub Support	• TEAM Hub support
• Protective behaviours work	• Protective behaviours work
• Counselling	• Counselling
• Regular check ins	• Regular check ins
• Referrals to external agencies	• Police support via schools liaison officer.
• social care	• Referrals to external agencies
• RU Safe	• social care
	• RU Safe