



Safeguarding Policy

“Schools have a duty to ensure that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of the children who are its learners.”

Education Act 2002 Section 175

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

Working Together to Safeguard Children 2019

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Introduction

What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of a young person is defined as:

- protecting a young person from maltreatment
- preventing impairment of a young person's and learners' health or development
- ensuring they are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all young people to have the best outcomes

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

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

There are five main elements to our policy:

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

School Commitment

The school is committed to creating and maintaining a safe learning environment for young people, identifying where there are welfare concerns and taking action to address them, in partnership with families and other agencies. This policy reflects the policies of Cheshire West Safeguarding Children Board

<http://www.cheshirewestlscb.org.uk/>

and is in line with "Working Together to Safeguard Children" (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
and Keeping Children Safe in Education (2019)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

We also work together with CWP and follow their policies and procedures as set out in their CWP Safeguarding Children Policy

<http://www.cwp.nhs.uk/resources/policies/cp40-safeguarding-children-policy/>

The school will also contribute through the curriculum by developing young people's understanding and awareness and by promoting their resilience through providing a safe environment within school. To create this safe environment the school has certain statutory duties and responsibilities set out within:

- The Education Act, 2002, HM Guidance;
- Keeping Children Safe in Education 2019;
- Working Together to Safeguard Children, 2018
- The Statutory Framework for the Early Years Foundation Stage

These duties are listed below:

To provide a safe environment the Management committee, Head teacher and Deputy Head teacher of the school will:

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Person and all members of the school community have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however unusual or sensitive these may be;
- Cultivate an ethos within the school community where all adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Person and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard young people;
- Establish and maintain an environment where young people feel secure, are encouraged to talk without coercion and are listened to;
- Ensure young people know that if they are worried they can talk to adults in the school;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies and are fully committed to the provision of Early Help;
- Ensure all adults working with young people are aware of the role of Cheshire West Safeguarding Young person's Board
- Include opportunities in the Personal, Social and Health Education (PSHE) & Sex and Relationship Education (SRE) curriculum for a young person to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk as is appropriate to their age, stage of development and level of understanding;

- Take all reasonable measures to ensure risks of harm to young person's welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a young person, working to local policies and procedures in full working partnership with families and agencies as far as possible;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote health and safety;
- Promote safe practice and challenge unsafe practice in line with procedure;
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers
- HM Government Guidance Keeping Children Safe in Education, 2019, Part 4: Allegations of abuse made against teachers and other staff (also set out within the Local Interagency Procedures)
- Put in place and promote robust anti-bullying, including cyber bullying, strategies;
- Tackle drugs and substance misuse;
- Provide support and planning for young people in custody and their transition back into the community;
- Work with all agencies with regard to a missing young person, anti-social behaviour/gang activity, child sexual exploitation, child criminal exploitation, radicalisation and extremism, and violence/knife crime in the community.

Responsibilities

The school will identify harm and maintain safety by:

- Everybody having a duty to safeguard young people inside and outside the school environment.
- Involving parents/ carers and providing advice/guidance regarding safeguarding;
- listening to the young person;
- Recognising signs of concern, especially with a young person who may be vulnerable;
- Documenting and collating information on our CPOMs system for an individual young person to support early identification, referral and actions to safeguard;
- Taking appropriate actions to address concerns about a young person's welfare in partnership with other organisations and safeguarding agencies;
- Informing all staff and volunteers who the Designated Safeguarding and Deputy persons for Safeguarding are in school.
- Providing PSHE/SRE including raising awareness with a young person in what are and are not acceptable behaviours.
- PSHE input will provide opportunities for young people to learn how to keep themselves safe, for example, by:
 - The availability of advice and support in their local area and online;
 - Recognising and managing risks in different situations, including on the internet;

- Judging what kind of physical contact is acceptable and unacceptable;
- Recognising when pressure from others, including people they know, threatens their personal safety and well-being
- Developing effective ways of resisting pressure;
- Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur.

Our school's arrangements for consulting with and listening to young people are community meetings (school council) and through access to an independent advocate. (VOICE)

We make learners aware of these arrangements by placing information on student notice board and through tutorials.

The roles and responsibilities of the Designated Safeguarding Person and the Deputy Designated Safeguarding Person

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

Designated Safeguarding Person: Sian Thomas (Headteacher)

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

Deputy Designates:

Sue Diamond : Ancora House School (In-Patients) **Supervised by** Sian Thomas

Liza Ashworth : Ancora House Scholl (Community Hub)

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

The Designated Safeguarding Person (DSP) and the Deputy Designated Safeguarding Person (DDSP) are responsible for the following:

Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies;
- The Designated Safeguarding Person is responsible for dealing with allegations made against members of staff as in our school the Headteacher is the DSP. It is the responsibility of the Head Teacher to inform the **Local Authority Designated Officer (LADO)**.
- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;
- Liaising with the Cheshire and Wirral Partnership Trust (CWP) Safeguarding Lead Person to inform her of any issues and ongoing investigations. The Designated Safeguarding Person will ensure there is always cover for this role on the school site in the event of their absence;
- Ensuring that a systematic means of monitoring a young person known or thought to be at risk of harm, is in place and that the school contributes to assessments of need and actively supports multi agency planning for that young person.

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

- any urgent medical needs of the young person
- the immediate safety and wellbeing of the young person
- discussing the matter with the Nurse In Charge (NIC) and CWP DSP and other agencies currently known to be involved with the young person and family
- the young person's wishes and feelings.

The DSP may decide :

- not to make a referral at this stage
- that further monitoring is necessary.

All information and actions taken, including the reasons for any decisions made, will be fully documented on care notes and or CPOMS following discussion with the clinical/CAMHS team and other agencies currently known to be involved.

Action following a child protection referral

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

- make regular contact with the allocated social worker or team manager in the event of absence

- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- endeavour to share all reports with parents prior to meetings
- where in disagreement with a decision made by Children's Social Care e.g. not to apply child protection procedures or not to convene a child protection conference, follow the formal Escalation Process in respect of resolving professional disagreements/escalation process <http://cheshirewestlscb.org.uk/policy-and-practice/escalation-and-resolution-policy/>
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform i-ART (0300 123 7047).

Raising Awareness

- Working with the Management Committee to ensure that the School's Safeguarding Policy is updated and reviewed annually;
- Ensuring that, in order to avoid conflict and mistrust, parents/carers are aware that referrals may be made and of the role of the School;
- Ensuring that when a young person leaves the school, their Child Protection File is discussed as soon as possible with the Designated Safeguarding Person at the new school;
- Making sure that the Child Protection File is transferred within 15 days of transfer; It should be posted recorded delivery to the Designated Safeguarding Person at the new school or delivered directly by hand and a signature received, unless the child is leaving year 11 to go to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance.
- Where the new school is not known, alerting the Education Welfare Service at the young person's home Local Authority so that that their name can be included on the database for missing learners and appropriate action taken to ascertain the safety of the child;
- Cascading safeguarding advice and guidance issued by Cheshire West Safeguarding Young person's Board.

Training

The Designated Safeguarding Person and the Deputy Designate needs to attend the multi-agency 2-day Level 3 course in Safeguarding. This training then needs to be updated by attending a one day refresher course, every 3 years, unless the Designated or Deputy Designated Safeguarding Person feels they require a repeat of the full 2-day course.

This will enable more time to attend additional courses in areas such as Child Exploitation, Neglect and Domestic Abuse.

The Designated Safeguarding Person and the Deputy Designate will also attend CWP level 3 training as appropriate.

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

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

The Designated and Deputy Designated Safeguarding Persons will ensure all staff receive appropriate Safeguarding training.

All staff will be expected to undergo endorsed Basic Awareness in Safeguarding training within the first term of their employment/placement, which will be refreshed every year, to enable them to understand and fulfil their safeguarding responsibilities effectively:

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

- a copy of a safeguarding summary document prior to starting work
- induction training to ensure that staff have an overview of the organisation, understand its purpose, values, services and structure
- safeguarding training to be able to recognise/identify signs of abuse which may include: significant changes in young person's behaviour; deterioration in young person's general well-being; unexplained bruising, marks or signs of possible abuse or neglect; young person's comments which give cause for concern; any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or inappropriate behaviour displayed by other members of staff, or any other person working with the young person. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of personal information (eg phone numbers, email, social networking) or images.

- know that they must report any concerns immediately they arise and to whom
- understand confidentiality issues.

Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

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

Roles and Responsibilities of the Management committee

The Management committee is collectively responsible for the school's safeguarding arrangements. The Designated Safeguarding Governor will undertake initial Safeguarding training to understand their Role and Responsibilities. Ideally, all governors will undertake the Basic Awareness Safeguarding training with their school.

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

The Management committee will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- Sufficient governors are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported;
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;

- There are policies and procedures in place for dealing with complaints and/or allegations against staff, including the Head Teacher and any subsequent staff disciplinary hearings.
- There is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Head Teacher/Designated Safeguarding Person, and to provide information and reports to the Management committee. The Designated Safeguarding Governor should be supported by the Chair of Management Committee;
- All staff who work with young people, will undertake a full and endorsed Basic Awareness Safeguarding training every year and have access to a refresher session and additional training as required.
- The Designated and Deputy Designated Safeguarding Persons attend at least a minimum of Level 3 multi-agency course every three years
- Temporary staff, volunteers and other regular visitors to the school who work with young person are made aware of the school's arrangements for safeguarding and their responsibilities.

Identifying Concerns

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

Definitions:

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

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

Development means physical, intellectual, emotional, social or behavioural development;
Health includes physical and mental health;

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

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

Physical Abuse may involve the hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness (physical or mental illness) in a young person.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily a high level of violence, whether or not the young person is aware of what is happening. These activities may involve physical contact, including penetrative (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 young person looking at or in the production of, sexual images, watching sexual activities, or encouraging a young person to behave in sexually inappropriate ways or grooming a young person 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 young person.

Emotional Abuse is the persistent emotional ill treatment of a young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve:

- conveying to young person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving the young person opportunities to express their views, deliberately
- silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on young person.
- These may include interactions that are beyond the young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the young person 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 young person frequently to feel frightened or in danger, or the exploitation or corruption of young person.
- Neglect is the persistent failure to meet a young person's basic physical and or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.
- Once a young person is born, neglect may involve a parent or carer failing to:
- provide adequate food, clothing or shelter including exclusion from home or abandonment,
- protect a young person from physical and emotional harm or danger,
- ensure adequate supervision including the use of inadequate care-takers
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a young person's basic
- emotional needs.

Disclosure

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

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

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

During your conversation with the young person:

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

- Write up your conversation as soon as possible on care notes and or CPOMS

SAFEGUARDING YOUNG PEOPLE WHO ARE VULNERABLE TO EXTREMISM

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

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

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

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

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

The school Management Committee Members, the Headteacher and the Designated Safeguarding Person will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's SEND policy, the use of school premises by external agencies, integration of young people by gender and SEND, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding young person board.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Person. The SPOC for Ancora House School is Liza Ashworth. The responsibilities of the SPOC are described in Appendix.

When any member of staff has concerns that a learner may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Person if this is not the same person.

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

SAFEGUARDING YOUNG PEOPLE WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, HONOUR BASED VIOLENCE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

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

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.

Our school works with and engages our families and communities to talk about such issues.

Our Designated Safeguarding Person knows where to seek and get advice as necessary.

Our school brings in experts and uses specialist material to support the work we do.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

HBV or FGM - So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

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

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

(pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

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

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining learners, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at-

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

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

<https://www.gov.uk/government/publications/fact-sheet-on-mandatory-reporting-of-female-genital-mutilation>

Forced marriage - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information.

Contact: 020 7008 0151 or email: fmufco.gov.uk.

SEXTING

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people⁵ are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

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

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

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

'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.

'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.

'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this covers are:

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

For the best way to respond to these issues, staff should read the following advice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS_4.pdf

Sexual violence and sexual harassment between children and young people

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important, is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

There are many different ways to describe children who have been subjected to sexual violence and/or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse. For the purposes of this policy, we use the term 'victim'. It is a widely recognised and understood term. It is important that we recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Ultimately, we should be conscious of this when managing any incident and be prepared to use any term with which the individual child/young person is most comfortable. For the purpose of this advice we use the term 'alleged perpetrator' and where appropriate 'perpetrator'.

Sexual violence and **sexual harassment** can occur between two children or young people of any age and sex. It can also occur through a group of children or young people sexually assaulting or sexually harassing a single child/ young person or group of children/young people.

Children or young people who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school staff are supported and protected as appropriate.

With regard to Sexual violence and sexual harassment; as a school we are clear that:

- sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- we will not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- We will challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them;
- understanding that all of the above can be driven by wider societal factors beyond our school, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school approach (especially preventative education) is important.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers.

Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
- communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO

Children or young people who are lesbian, gay, bi, or trans (LGBT) can be targeted by their peers. In some cases, a child or young person who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

As a school we are also aware that staff can be victims of sexual violence and sexual harassment.

Sexual violence

It is important that we are aware of sexual violence and the fact children/young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.

For the purpose of this policy, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹³ as described below:

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

(B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

Harmful sexual behaviour

Children and young people's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic,

abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviour”. The term has been widely adopted in child protection and is used in this policy.

Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference or if one of the children is pre-pubescent and the other is not.

However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

(See NSPCC: Harmful sexual behaviour for more information on what is harmful sexual behaviour.)

Detailed advice on harmful sexual behaviour is available from the specialist sexual violence sector: contact **Rape Crisis or the Survivors Trust** for details of the nearest centre. **NICE guidance** for advice on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

Harmful sexual behaviour can, in some cases, progress on a continuum.

Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

As a specialist school we are aware that children/young people displaying harmful sexual behaviour have often experienced their own abuse and trauma.

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Our whole school approach:

As a school we provide through our PHSCE curriculum, a planned programme that tackles such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;

- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should 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, especially their protection and support;
- the alleged perpetrator; and
- all the other children/young people (and, if appropriate, adult students and staff) especially any actions that are appropriate to protect them.

Confidentiality

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

- Where there is a Child Protection concern it will be passed immediately to the Designated Safeguarding Person who will consider the most appropriate response, consulting with relevant partners if appropriate.
- The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child.
- The Headteacher/Designated or Deputy Designated Safeguarding Person will disclose personal information about a learner, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.
- All staff must be aware that they have a duty to share information with other agencies in order to safeguard children as set out in 'Working together to Safeguard Children, 2018' and 'Keeping Children Safe in Education, 2018'.
- Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).
- To share information effectively all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Records

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

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

Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. This must be done through a Subject Access Request (SAR). This information belongs to the child, who has a right to deny their parent's/carer's access to the file if they wish to do so – further information regarding SARs can be accessed here: What about requests for information about children?

<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access/>

If any member of staff receives a request from a learner or parent to see safeguarding/child protection records, they should refer the request to the Headteacher.

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

Timely and accurate recording will take place when there are any issues regarding a young person. A record of each and every episode/incident/concern/activity regarding that young person, including telephone calls to other professionals, needs to be recorded in chronological order on care notes and or CPOMS. Any original notes will be kept in the patient's file in the nursing office. Support and advice will be sought from Young person's Social Care or the Local Authority Designated Officer, whenever necessary and recorded.

If the young person moves to another setting the Safeguarding file should be sent, by registered post immediately to the Designated Safeguarding Person at the new setting. There must be liaison between the two Designated Safeguarding Persons in order to ensure a smooth and safe transition for that young person.

Where the new school is not known, the Educational Welfare Service at the young person's home local authority should be informed so that the young person can be included on the data base for missing learners and action taken to ascertain the safety and wellbeing of the young person and that the young person is receiving their right to education.

Supporting Young People

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

- The content of the curriculum;
- A school ethos which promotes a positive, supportive and secure environment and gives young people a sense of being valued;
- Implementation of the school Behaviour Policy which is aimed at supporting vulnerable young people.
- Liaison with other agencies that support the young person, such as CAMHS, Children's Social Care and Education Psychology Service;
- Raising awareness to the school community of Operation Encompass and the school's involvement with Cheshire Police.
- Ensuring that, when a young person subject to a child protection plan leaves, their information is transferred to the new school immediately and that the young person's social worker is informed.

Support for Staff

Working in a tier 4 CAMHS adolescent psychiatric unit can be rewarding yet highly stressful so it is important that staff are supportive of each other. Team meetings, formal and informal handovers are a way for staff to seek reassurance and reflect on practice.

CWP offer reflective practice groups that education staff can attend; here, Individual cases are discussed and staff are able to talk about their experiences.

There are also weekly mindfulness groups that staff can access to help build resilience and promote general wellbeing.

Young Carers

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

Many young carers may experience:

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

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

We recognise that young people who are abused or witness violence may find it difficult to develop a sense of self-worth; they may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of young person at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the young person through:

- The content of the curriculum;
- A school ethos which promotes a positive, supportive and secure environment and gives young people a sense of being valued;
- Implementation of the school Positive Behaviour Policy which is aimed at supporting vulnerable learners. The school will ensure that the young person knows that some behaviour is unacceptable but they are nonetheless valued and are not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the young person such as their named nurse, tier 3 CAMHS, Young person's Social Care, and Education Psychology Service;
- Raising awareness to the school community of Operation Encompass and the school's involvement with Cheshire Police.
- Ensuring that, where a young person subject to a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2019. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking prohibition to teach, Disclosure and Barring checks and right to work in England checks.

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

- An enhanced DBS Check is obtained for **all** new appointments where an individual will 'regularly' have contact with our learners, which will include a barred list/prohibition from teaching check for all new teaching staff.
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

Volunteers

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

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

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

Safe Staff

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

All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present. The Head Teacher or most senior teacher will then consult with the Local Authority Designated Officer.

Allegations against the Head Teacher are reported to the Chair and referred to the Local Authority Designated Officer (LADO) via the LADO referral form

Early Intervention and Prevention within Safeguarding

All school staff need to be aware of their responsibility to raise any concerns they have about a young person as early as possible in order to prevent the situation worsening. This may present as a change in a young person's behaviour, appearance or from a conversation with the family about home conditions, financial difficulties, speech and language, toileting issues etc. Where this concern does not identify a safeguarding issue but could lead to more serious concerns if left, staff need to follow the procedures set out in the Team around the Family (TAF) guidance to fulfil their duties at level 2 and 3 on the Continuum of Need. This may involve signposting to or involving more appropriate agencies for support and may involve the school acting as Lead Person on a child's TAF. In the event of complex needs, a referral to the Early Support Access team should be made.

Allegations

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

- behaved in a way that has harmed, or may have harmed, a young person

- possibly committed a criminal offence against or related to a young person; or
- behaved towards a child or young person in a way that indicates he or she would pose a risk of harm if they work regularly or closely with young people.

We will apply the same principles as in the rest of this document and will always follow the Cheshire West Safeguarding Young person Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be with foundation. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The person who has received an allegation or witnessed an event will immediately inform the Deputy Head teacher and make a record. The Deputy Head teacher will inform the head teacher.
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of the Management Committee who will proceed as the 'Headteacher'
- The Deputy Head teacher will take steps, where necessary, to secure the immediate safety of young person and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of young person
- The head teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The head teacher will consult with the Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to Contact and Referral and/or the police for investigation
- Consideration will be given throughout to the support and information needs of young person, parents and staff
- The Head teacher will inform the Chair of the Management Committee of any allegation.
- If consideration needs to be given to the individuals employment, advice will be sought from HR.

Photographing Young people

Staff and Volunteers

Parental consent will be sought on admission by us and CWP, and permissions noted.

Staff and volunteers must seek the authorisation of the Head teacher prior to taking photographs/ videos of young person and must only use school equipment unless given specific authorisation by the Head teacher

The use of cameras on mobile phones or the downloading of images onto any internet site is forbidden

Only the young person's first name will be used with an image

On discharge any photos of young people will be removed from displays to adhere to confidentiality issues.

Any young person involved in community events will be asked prior to their involvement whether they would like their picture to appear in the local paper. Staff will ensure anonymity if required.

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

Complaints and Compliments

Our complaints procedure will be followed where a young person or parent raises a concern about poor practice towards a young person that initially does not reach the threshold for child protection action. Complaints are managed by senior staff e.g. the Executive Headteacher and Governors.

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

Date for Review: September 2020

This policy is further supported through reference to the following documents:

- Exclusions From Maintained Schools, Academies and PRUs (statutory guidance)
 - Keeping Children Safe in Education (statutory guidance)
 - Sex and Relationship Education (statutory guidance for maintained schools and academies)
 - Working Together to Safeguard Children (statutory guidance)
 - Behaviour and Discipline in Schools (advice for schools)
 - Children Missing Education (advice for schools)
 - Cyberbullying (advice for schools)
 - Equality Act 2010 and Public Sector Equality Duty (advice for schools)
 - Equality Act 2010 Technical Guidance (advice for further and higher education providers)
 - Mental Health and Behaviour in Schools (advice for schools)
 - Preventing and Tackling Bullying (advice for schools)
 - The Equality and Human Rights Commission (provides advice on avoiding discrimination in a variety of educational contexts)
 - UKCCIS Sexting advice (advice for schools and colleges)
- The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues and will be especially useful for the designated safeguarding lead (and their deputies) when a report of sexual violence or sexual harassment includes an online element.
- Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed through the Internet Watch Foundation (IWF). The IWF will make an assessment of whether the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF's Image Hash list.
- UKCCIS Sexting advice: Sharing indecent images of a child (including by children) is a crime: UKCCIS advice provides support to schools and colleges in responding to reports of sexting (also known as youth produced sexual imagery).
- Thinkuknow from CEOP provides support for the children's workforce, parents and carers on staying safe online.