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Originator: Apollo Rai
Responsibility: Deputy Principal

Safeguarding and Child Protection Policy.

Summary

This policy is available on our college website and is available on request from the college office. We also inform parents and carers about this policy when their children join our college and through our college newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Safeguarding Handbook. In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (September 2019), Guidance to Safer Working Practices for Adults who work with Children and Young people in Education Settings (2019) and What to do if you're worried a child is being abused; advice for practitioners (March 2016).

The whole college was last trained in child protection on 27 August 2019.

Ratified: Rick Moore, Chair of governors

Signed: 31/03/20 (signed virtually due to COVID-19 addition Appendix 9)

Date shared with staff: 31/3/20

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Meet our Safeguarding Team.



Apollo Rai
Deputy Principal and Designated
Safeguarding Lead
Imperial Campus



Mary McKenzie
Safeguarding Officer
Imperial Campus



Steve Piggot
Principal
Imperial Campus



Rick Moore
Chair of Governors



Christina Bailey
Deputy Principal and DSL Trained
Imperial Campus



James Croucher
Deputy Principal and DSL Trained
Imperial Campus



Hayley Sizer
Deputy Principal and DSL Trained
Imperial Campus



James Gough
Deputy Principal and DSL Trained
Imperial Campus



Catherine Murphy
Deputy Principal and DSL Trained
Imperial Campus



Simon Willcock
Deputy Principal and DSL Trained
Imperial Campus



Chris Heal
Deputy Principal and DSL Trained
Fosse Campus



Darren Clark
Deputy Principal and DSL Trained
Fosse Campus



Stella White
Key Stage 4 Leader and DSL Trained
Imperial Campus



Kathy Coombs
Key Stage 3 Leader and DSL Trained
Imperial and Fosse Campus

1. Introduction

1.1 Fullhurst Community College fully recognises the contribution it can make to protect children and support pupils in college. The pupil's best interest and welfare is of paramount importance. The aim of the policy is to safeguard and promote welfare, safety and health of every registered student by fostering an honest, open, caring and supportive climate and our staff members working with pupils maintain an attitude of 'it could happen here' where safeguarding is concerned. This policy sets out how the school and the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

1.2 Safeguarding is defined as:

- protecting children and young people from maltreatment
- preventing impairment of our children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances and achieve the best outcomes possible.

1.3 Community College is committed to safeguarding and promoting the welfare of all its students. This means our staff consider, at all times, what is in the best interest of the children/ young people We believe that:

- All children/young people have the right to be protected from harm, to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs;
- The staff within our school are proactive in identifying children and young people who may benefit from Early Help intervention
- Staff contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.4 Fullhurst Community College will fulfil local and national responsibilities and accepted best practice as laid out in the following documents:

- Working Together to Safeguard Children (DfE July 2018)
- Keeping Children Safe in Education: Statutory guidance for schools

and colleges (DfE Sept 2019)

- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education including, page 22 Keeping Children Safe in Education September 2019
- Guidance for Safer Working Practice May 2019 - (Safer Recruitment consortium)
- Prevent Duty 2015
- Information sharing: Advice for Practitioners providing safeguarding services to children, young people parents and carers. (July 2018)
- 'What To Do If You Are Worried A Child Is Being Abused' March 2015
- Leicester Safeguarding Children's Board Procedures (LSCB) <http://lrsqb.proceduresonline.com>
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Sexual Violence and Sexual Harassment between children in schools and colleges May 2018
- Voyeurism (Offences Act) 2019
- Childcare (Disqualification) regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- 'Children Missing Education; statutory guidance for local authorities' (DfE September 2016)

- 1.5 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.6 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our college. We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.7 All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child

2. Overall Aims/ Scope

- This policy will contribute to safeguarding our students and promoting their welfare
- by supporting the child's development in ways that will foster security, confidence
- and resilience at the same time considering the best interest of the child.
- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children including Child Missing from Education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children including Early Help and intervention
- Work within the curriculum raising awareness of and promoting safeguarding, on and off line, to our children/young people.
- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3. Key processes

Our school procedures for safeguarding children are in line with the Leicester City Safeguarding Children's Board (LSCB), Multi Agency Child Protection/ Safeguarding Procedures;

<http://lscb.proceduresonline.com> in addition to the statutory requirements as outlined in 1.4.

4. Expectations

4.1 All staff and visitors will be familiar with this safeguarding policy:

- Staff will have access to, a copy of, and be well versed in our Safeguarding and Child Protection Policy; which will also form part of their induction and revisited annually through Whole School Safeguarding Training.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- For those regular external visitors/providers such as cleaners and

caterers; to have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare

- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1)
- Record concerns/disclosures and give the record to the DSL; and
- Deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately, and provide a written account as soon as possible. This includes making the appropriate contact with children's social care (DSL).
- Record safeguarding information using school procedures whether electronic (CPOMS) or in paper form

4.2 All parents will be familiar with the Safeguarding and Child Protection Policy:

- Parents/Cares will have access to the Safeguarding and Child Protection Policy as part of initial information given to perspective/existing Parents/Carers and will be available through our schools website. Additional copies will be issued as and when required including notifying parents of changes within the document i.e. revised annual policy.

4.3 Communicating with parents:

In addition to section 4.2 above, the following statement is provided and highlighted to parents so they are aware of the school's responsibilities:

'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, on and off line, to develop positive and healthy relationships and how to avoid situations where they might be at risk including by being exploited.'

The school has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by Children's Social Care or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the best interests of the child.'

5. Extended School and before school activities.

- 5.1 Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.
- 5.2 Where services or activities are provided separately by another body, the governing body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate

6. Procedures

- 6.1 Fullhurst Community College will ensure that:
 - The governing body understands and fulfils its safeguarding responsibilities.
 - We have a Designated Safeguarding Lead and a Safeguarding Officer for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years.
 - All members of staff are provided with opportunities annually to receive Safeguarding Training by the Safeguarding in Education team or the onsite Designated Safeguarding Lead in order to develop their understanding of safeguarding and child protection in particular the signs and indicators of abuse.
 - All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
 - All parents/carers are made aware of the school's responsibilities with regards to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
 - Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
 - Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
 - The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer (LADO), and that a member of our SLT has attended

- LADO training (Managing allegations against staff members)
- Our procedures will be annually reviewed and up-dated and ratified by the Governing Body.
- The name of the Designated Safeguarding Lead and other staff who have received DSL training will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. This information will be displayed in classrooms, staff rooms, reception areas and on our website.
- All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of; our Safeguarding and Child Protection Policy, Staff Safeguarding handbook, the booklet 'What To Do if You're Worried A Child is Being Abused' and Keeping Children Safe in Education 2019 Part 1 and Annex B. The name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition to this, all such staff and volunteers will be made aware of the DfE document 'Guidance for safer working practice for those working with children and young people in education settings, 2019 (Safer Recruitment Consortium).
- Fullhurst Community College is committed to safer recruitment as outlined in Keeping Children Safe In Education 2019. The school will ensure all appropriate checks are carried out for all staff and volunteers. Appropriate checks will be recorded on the Single Central Record which will be audited termly by Ruth Sharp. The school will ensure at least one person who is safer recruitment trained will be part of the recruitment process. All volunteers will undergo a risk assessment. See also the Safer Recruitment policy.
- All governors / proprietors / trustees will undergo a DBS check and a S128 check as outlined in paragraph 173 of Keeping children safe in education 2019

7, Responsibilities

- 7.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we may have about children. The first point of contact is the DSL or other members of the Safeguarding Team (in their absence). The DSL will inform the Principal of any referrals to be made. If any staff member is involved, the report is made to the Principal. If the Principal is involved then the Chair of Governors should be informed.
- 7.2 If a staff member feels they cannot disclose information to their DSL, Principal or Governor(s), they must then follow our schools whistleblowing procedures to report their concerns. (Appendix 6 – See Fullhurst Whistleblowing Policy available on Sharepoint).

- 7.3 All staff will be versed into our Whistleblowing procedure, understand when it is appropriate to use the procedures and will be given details of the NSPCC whistleblowing helpline.
- 7.4 All staff will be well versed in the school's Child Missing protocols and know and understand that any child that is regularly absent or missing can be a cause for concern and a possible indicator that the child is at risk of abuse or in need of help and support.

8. Roles and Responsibilities:

- 8.1 Role of the Designated Safeguarding Lead.
Keeping Children Safe in Education September 2019, Annex B, outlines specific responsibilities of the DSL (A member of the School's Leadership Team) and their responsibilities within this role. Our DSL takes lead responsibility for safeguarding and child protection and their key areas of responsibilities include: -

Manage Referrals:

- Refer cases of suspected abuse and neglect to children's social care/police
- Refer to the Channel programme where there is a radicalisation concern and support staff with this
- Refer cases in relation to allegations against staff members to LADO including disclosure and barring
- Refer cases where any crime may have been committed to the Police

Work with Others:

- Liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Undertake Training:

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years
- Understand the assessment process for providing early help and intervention,
- Have a working knowledge of how local authorities conduct a child protection case conference
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures
- Are alert to the specific needs of children in need, those with special educational needs and young carers;

- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Encourage a culture of listening to children and taking account of their wishes and feelings,
- Understand and support the school or college with regards to the requirements of the Prevent duty

Raise Awareness

- Ensure the school or college's child protection policies are known, understood and used appropriately
- Ensure the school or college's child protection policy is reviewed annually and is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protections Files

- Where children leave the school to attend another school, ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Where children leave the school to attend further education, a list of concerns titled 'Year 11-12 Transition List of Students for whom there are safeguarding concerns' is completed and passed on to the local authority via Anycomms+. Child Protection files are archived in a safe secure area.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available or arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

8.2 Roles and responsibilities of the Principal:

The Principal of Fullhurst Community College will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff
- The Safeguarding & Child Protection Policy and other policies are updated annually, ratified by the Governing body annually and that relevant policies are available publicly either via the school website, parents evening, open days or by other means.
- Sufficient resources and time are allocated to enable DSL's and other staff to discharge their responsibilities; including taking part in inter-agency meetings and contributing to the assessment of children.

- That the Principal has attended Safer Recruitment Training delivered by Leicester City Council, HR Department and that training is refreshed no later than every 5 years; and that at least 1 member of the Governing body has attended Safer Recruitment Training.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. (Whole school approach and child centred practice)
- All staff consider the best interest of a child and are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.
- All staff have an understanding of Early Help and have the ability to identify children who would benefit from Early Help intervention.
- That regular external visitors/providers such as cleaners, caterers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare
- The DSL's undergo safeguarding and child protection training which is updated regularly, with advice from the LSCB, Safeguarding in Education and in line with Keeping Children Safe in Education, September 2018.
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines and names of DSL's.
- That staff undergo and attend annual Whole School Safeguarding Training
- All staff are made aware of their right to whistle-blow, have a copy of the whistleblowing procedures, are well versed with the procedures and have been made aware of the NSPCC whistleblowing helpline. (Appendix 6)

8.3 Roles and responsibilities of the Governing Body:

The Governors of Fullhurst Community College will ensure that:

- The school has a Safeguarding and Child Protection Policy and procedures in place, and the policy is made available to parents on request and available on the school website <http://www.fullhurst.leicester.sch.uk>
- That all school staff members working with children consider the best interests of children and are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection – DSL.
- There is an appointed deputy(s) for child protection, in the event of the unavailability of the DSL
- The DSL and the appointed deputy(s) for child protection undertakes training for designated senior persons, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCB, and attends refresher DSL training at two-yearly intervals
- The Principal, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date through Whole School

Training (annually); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (through the induction process)

- There are procedures for dealing with allegations of abuse against members of staff and volunteers (Appendix 3 & 6)
- The chair of governors (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Principal, in liaison with the Local Authority Designated Officer. (Appendix 3 & 6)
- The governing body nor individual governors will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff
- Any deficiencies or weaknesses brought to the attention of the governing body are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body discharges its duties regarding safeguarding and child protection.
- There is an individual member of the governing body who will champion and lead on issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the governing body, and that person is appropriately trained to discharge their responsibilities effectively.
- Will ensure that school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education September 2018).
- Will ensure that at least one member of the Governing body has attend Safer Recruitment Training delivered by Leicester City Council, HR Department and that training is regularly refreshed
- That the Chair of the governing body completes the annual Safeguarding in Education Check List – supporting schools to exercise their duties in relation to Safeguarding & Child Protection and return the document to the local authority

9 Confidentiality:

We recognise that all matters relating to child protection are confidential and the best interest of a child should be considered at all times.

- The Principal or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual student/family. A written record will be made using CPOMS of what information has been shared, with whom, and when.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child as this may ultimately not be in the best interest of the child

- We will always undertake to share our intention to refer a child to Children's Social Care 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 the Children's Social Care, duty & Advice Service.

10 Supporting Students

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, too aggressive or being withdrawn

Our school will support all students by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- Promoting a caring, safe and positive environment within the school
- Ensure children are taught to recognise when they are at risk and know how to get help when they need it. Both, physically and online.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children including Early Help
- Notifying Children's Social Care as soon as there is a significant concern
- Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of LAC is regularly reviewed and monitored
- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded confidentially to the Head at the pupil's new school or via CPOMS as a matter of urgency
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children
- The school will ensure that children are taught about safeguarding, including online safety this will be a part of a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Relationships and Sex Education

Supporting Staff:

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

- We will support such staff by providing an opportunity to talk through their anxieties and concerns with the DSL and to seek further support where necessary. This could be provided by, for example, the Principal, by

Occupational Health and/or a teacher/trade union representative as appropriate.

- We understand that staff should have access to advice on the boundaries of appropriate behaviour. The booklet Guidance for safer working practice for those working with children and young people in education settings, 2019 (Safer Recruitment Consortium), provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.
- We recognise that DSL's should have access to support and appropriate workshops, courses or meetings as organised or arranged through the Local Authority/LSCB

12. Allegations against staff:

- 12.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 12.2 All staff should be aware of the Whole School Behaviour Policy and Staff Safeguarding Handbook
- 12.3 All staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Setting 2019
- 12.4 All staff as part of their annual safeguarding training will receive E Safety Training and will sign the E-Safety Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and that all digital communications with students/parents/carers should be a professional level and only carried out using official school systems.
- 12.5 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or the most senior teacher if the Principal is not present.
- 12.6 The Principal/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer and follow the process for managing the concern laid down in the LSCB Procedures (http://llrscb.proceduresonline.com/chapters/p_alleg_staff.html).
- 12.7 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult with Children's Social Care, LADO, without notifying the Principal first. (0116 454 2440)
- 12.8 In all occasions identified in 10.6 & 10.7 above, the school will follow the LSCB/Local Authority procedures for managing allegations against staff and

volunteers, a copy of which can be found in the School's Managing Allegations Policy.

- 12.9 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 10.9 above) in making this decision.
- 12.10 In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.
- 12.11 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.
- 12.12 Our School staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' as outlined in Appendix 4.

13. Whistleblowing:

- 13.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 13.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Chair of Governors or the Local Authority Designated Officer.
- 13.3 All staff are aware of and understand how to use our schools whistleblowing procedures. (Appendix 6)
- 13.4 All staff have access to the NSPCC Whistleblowing Helpline

14. Our role in the prevention of abuse:

- 14.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to. This includes considering the best interest of a child and maintaining the ethos of 'it could happen here'
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

- Ensure relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.
- Ensure relevant safeguarding issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art, ICT and E Safety (includes online and offline safety) and other areas of work
- All our policies, which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.
- Ensure our Safeguarding and Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

15. Safeguarding students who are vulnerable to Extremism.

- 15.1 Since 2010, when the Government published the Prevent Strategy and (Revised Prevent Duty Guidance 2015), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 15.2 Fullhurst Community College values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Fullhurst Community College 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 5.
- 15.4 Fullhurst Community College seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist extremist and Animal Rights movements.

- 15.5 There is a low to medium risk that students may become victims of radicalisation within the local area. This being said, any concerns relating to radicalisation must be reported to the Safeguarding Team immediately.

Risk reduction

- The school governors, the Principal and the DSL's for Safeguarding will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance
- 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.
Our staff have undergone Prevent Awareness Training and understand the steps to follow, via discussions with the DSL, if a referral to the Channel Programme is required

16. Contextual Safeguarding.

- 16.1 Safeguarding incidents can be associated with factors outside the school or college and or can occur between children outside the school or college. Fullhurst Community College Staff including our DSL's endeavour to consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means staff at Fullhurst Community College will take into consideration wider environmental factors that may be present in a child's life that are a threat to their safety and or welfare. This way, schools and colleges are able to provide as much information as possible as part of the referral process to Children's Social Care as necessary. (KCSIE 2019). Environmental factors within Contextual Safeguarding include but not exclusive;

17 County Lines

- 17.1 Criminal exploitation of children is a widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.
- 17.2 County Lines is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs.

- 17.3 Common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.
- 17.4 People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.

18 Serious Violence, Gang Violence & Youth Crime

- 18.1 A gang is group of individuals that spends time in public and engages in criminal activity and violence. The group may also be territorial or in conflict with other gangs. Young people involved in gangs have an increased risk of experiencing violence and other types of abuse including sexual exploitation. Gang crime and serious youth violence is also often synonymous with knife crime and other serious violence.
- 18.2 The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.
- 18.3 Gangs specifically target children who have been excluded from school to groom them as drug dealers in towns across the UK. Exclusion from school appears to be a highly significant trigger point for the escalation of County Lines involvement for children who might be on the fringes of such activity or who are easily manipulated.

19 Knife Crime

- 19.1 Knife crime has been receiving countrywide attention after being recognised as a contemporary national treat in the UK. There have been a number of high-profile incidents where teenagers have been killed or injured by someone using a knife as a weapon. Knife crime simply put is any crime that involves a knife. This includes:
- carrying a knife or trying to buy one if you're under 18
 - threatening someone with a knife
 - carrying a knife that is banned
 - a murder where the victim was stabbed with a knife
 - a robbery or burglary where the thieves carried a knife as a weapon
 - Within Leicester, May 2019 saw 237 reported incidents involving a knife or bladed instrument which was an increase of 30 from the previous month

20 Child Criminal Exploitation and Cybercrime Involvement

- 20.1 Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain. There are a number of signs that may indicate a pupil is a victim or is vulnerable to being exploited which include;

- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, street or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display symptoms of substance dependence
- Excessive time online computer/gaming forums
- Social Isolation in school with peers
- High-functioning with an interest in computing

21 Child Criminal Exploitation and Child Sexual Exploitation (CSE)

- 21.1 County Lines criminal exploitation is also synonymous with Child Sexual Exploitation. Criminal activity and Gang Association can lead into CSE through situations such as initiation, peer pressure in addition to sexual favours. Although county lines is mainly criminal, all our staff are aware of the definitions of CSE, signs and impact on vulnerable children. This is further outlined in section 27 of this Policy.

22 Modern Slavery & Trafficking

- 22.1 Slavery is an umbrella term for activities involved when one person obtains or holds another person in compelled service. The number of British children identified as potential victims of modern slavery has more than doubled in a year, prompting fresh concerns about child exploitation by county lines drugs gangs.

Someone is in slavery if they are:

- forced to work through mental or physical threat
- owned or controlled by an 'employer', usually through mental or physical abuse or the threat of abuse
- dehumanised, treated as a commodity or bought and sold as 'property'
- physically constrained or have restrictions placed on his/her freedom
- 'slavery' is where ownership is exercised over a person
- 'servitude' involves the obligation to provide services imposed by coercion
- 'forced or compulsory labour' involves work or service extracted from any person under the menace of a penalty and for which the person has not offered himself voluntarily
- 'human trafficking' concerns arranging or facilitating the travel of another with a view to exploiting them.

22.2 Human trafficking;

- 22.3 Recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person; (where a child is involved, the

above means are irrelevant). For the purposes of exploitation, which includes (but is not exhaustive):

- Prostitution
- Other sexual exploitation
- Forced labour
- Slavery (or similar)
- Servitude etc.
- Removal of organs

23 **Peer on Peer Abuse/Peer Influence** - KCSIE 2019 is explicit in their definition of Peer on Peer abuse and its forms. However, within the context of contextual safeguarding, peer on peer abuse and peer influence has a massive impact on the child and young person (CYP). If CYP are exposed to other CYP who are known for being exploited, they are more likely to experience peer on peer abuse and be 'influenced' /'swayed' to participate in illegal activity, criminal activity and sexual activity. Further information on Peer on Peer abuse is outlined in Appendix 7.

24 **Children and the court system**

24.1 Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds> and <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

24.2 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. If a child or young person from our school is in a situation where they are required to give evidence, school staff members will support the child and family members where appropriate.

25 **Children with family members in prison**

25.1 The imprisonment of a household member is one of ten adverse childhood experiences known to have a significant negative impact on children's long-term health and wellbeing, their school attainment, and later life experiences. Children may have to take on extra responsibilities at home, including becoming young carers in some situations.

25.2 These children are at risk of poor outcomes including stigma, isolation and poor mental health. Parental imprisonment is also associated specifically with negative school experiences, such as truanting, bullying and failure to achieve in education and children of prisoners are at a higher risk of mental ill health and have an increased likelihood of experiencing poverty compared to their peers.

25.3 Approximately 200,000 children have a parent sent to prison each year and as such, Fullhurst Community College staff members will support children and their family members if children from our school have family members in prison. In such cases, Fullhurst Community College will remain non-judgemental and supportive towards the child and family so that they can achieve the best whilst in our environment. Furthermore, as if a parent of carer finds themselves in this situation, we encourage you to speak with our DSL so that support can be given as necessary.

26 Homelessness

26.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our DSL are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity if our children and family are experiencing homelessness. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

26.2 Whilst referrals and or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

26.3 The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

26.4 Furthermore, Fullhurst Community College staff also promote Early Help and Support (Section 36) so that children and families can be identified and supported at an early stage. If a parent or carer and/or their children find themselves in this situation, we strongly urge you to speak to our DSL or member of school staff so that support can be provided.

26.5 Safeguarding CYP is a local and national priority and within Fullhurst Community College, protecting children from abuse, harm and neglect is a priority. Our Safeguarding and Child Protection Policy along with 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 staff are well versed with local and national guidance and are aware of emerging safeguarding concerns that could productionally harm our children and young people;

- 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, and include such issues in an age appropriate way in their curriculum

- Our staff are aware of emerging issues and contextual safeguarding and take this into consideration when assessing children and young peoples needs
- Our school works with and engages our families and communities to talk about such issues
- Our school staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our DSL knows where to seek and get advice as necessary.
- Our school brings in experts and uses specialist material to support the work we do
- Our school staff fully understand how to raise a concern using the appropriate channels

26.6 As Fullhurst Community College staff are aware that safeguarding issues can manifest themselves in many different ways, our staff have received annual safeguarding training and additional information to better equip themselves in the knowledge of other forms of abuse as per Keeping Children Safe in Education 2019. These are outlined in Appendix 1.

27 Other Forms of Abuse and neglect

27.1 **Child Sexual Exploitation & Trafficking.** CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

27.2 Fullhurst Community College staff are aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Our staff are also aware that it is an offence carrying a maximum sentence of two years imprisonment where an adult (any adult) intentionally communicates (for example, by e-mail, text message, written note or orally) with a child under 16 (whom the adult does not reasonably believe to be aged 16 or over) for the purpose of obtaining sexual gratification. This act forms part of Section 67 of the Serious Crime Act 2015¹ (offence of Sexual Communication with a Child) and came into force on 3 April 2017.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/604931/circular-commencement-s67-serious-crime-act-2015.pdf

27.3 Therefore, our staff are vigilant for the less obvious signs, such as lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups, and the use of language appropriate/inappropriate for the child's age.

27.4 Our school staff are also aware of some of the signs and symptoms of CSE through LSCB Leaflets², staff induction and as part of annual Whole School

Safeguarding Training which in addition to the CSE & Trafficking Course delivered through Children's Workforce Matters³ that the DSL has attended.

- 27.5 Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland'⁴ available on the LSCB website.
- 27.6 Our school staff are aware that if a disclosure is raised in reaction to CSE, that it will be reported straight to the DSL/SLT or Duty & Advice in their absence.
- 27.7 **Grooming & Sexting** can also form part of CSE both online and offline
- 27.8 Child sexual exploitation can occur in different ways and in different situations. Many young people are 'groomed' by their abuser, online or face-to-face. Grooming is an action deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, to lower the child's inhibitions with the intention to sexually abuse them.
- 27.9 Groomers will hide their true intentions and may spend a long time gaining a child's trust through a range of mediums including social media platforms. Section 67 of the Serious Crime Act 2015 (offence of Sexual Communication with a Child) which came into force on 3 April 2017 also applies to Sexting and Grooming and our staff are fully aware of the legislation⁵.

Grooming Models include;

- The relationship / peer model
 - Organised / network model & trafficking model
 - Inappropriate relationship model
 - Gangs model
 - Online Gaming / Social Networks
- 27.10 Our staff are aware of the types of grooming which take place, including grooming models through their annual safeguarding training and information from our DSL.
- 27.11 Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. This can be via Peer on Peer or other adults. As recently as June 2017, figures show there have been more than 4,000 cases since 2013 where children have taken explicit pictures of themselves and sent them to others, the youngest being 5 years old and research from Child Line suggest six out of ten teenagers say they have been asked for sexual images or videos. It is illegal to possess, take or distribute sexual images of someone who is under 18,

even if the young person under the age of 18 has taken the image themselves and passed it on themselves.

27.12 Fullhurst Community College takes a zero tolerance approach if children are found to be sending sexual images of themselves or others whether intentionally or maliciously in our school. Fullhurst Community College has a duty of care to inform the Police and Children's Social Care if such a case occurs. We will also notify parents directly if their children are involved. In addition to supporting our children with being safe in a digital world and highlighting the dangers, our staff have also been issued with the government guidance on sexting 'Sexting in Schools and Colleges' 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

27.13 Fullhurst Community College staff follow school procedures in reporting such concerns and promote E-Safety and dangers of Sexting, Grooming and CSE through lessons, PSHE and assemblies. Our pupils are taught how to keep safe on and off line and E Safety is promoted throughout the school and home environment. Our school have also discussed local and national cases where grooming of young children has taken place such as the Kayleigh Haywood Story to highlight the dangers.

27.14 Our E safety policy is highlighted to staff, pupils and parents and is available on our school's website including our acceptable usage policy.

28 Various forms of abuse - Sexual violence, Upskirting and Sexual harassment between children including Peer on Peer Abuse/Children using Abusive Behaviour⁶ (CUAB)

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

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

28.1 Sexual violence and sexual harassment⁷ can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

^{6&17} LSCB CUSAB Procedures - http://lscb.proceduresonline.com/chapters/p_abuse_child_yr.html#_refer

⁷https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

- 28.2 Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ children are at greater risk.
- 28.3 Fullhurst Community College takes Peer on Peer abuse seriously and we understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers. In our school, this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as seriously as a child who is suffering or likely to suffer significant harm.
- 28.4 Our staff understand that a significant proportion of sexual related offences are committed by teenagers and, on occasion, such offences are committed by younger children. Our staff therefore understand not to dismiss some abusive sexual behaviour as 'normal' between young people and not to create high thresholds in such cases before appropriate action is taken.
- 28.5 Staff and carers of children living away from home need clear guidance and training to identify the difference between consenting and abusive, and between appropriate and exploitative peer relationships. Our school will provide information, guidance and training to relevant staff members to support them with this.
- 28.6 Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others and our school has clear guidelines around this.
- 28.7 Our school also refers to the LSCB procedures (Chapter 2.2)⁸ which are written with particular reference to sexually abusive and inappropriate behaviours. Keeping Children Safe in Education 2018 (Part 5) also makes reference to Peer on Peer abuse and Sexual Harassment and Violence and where there are serious child protection concerns, as a result of non-sexual violence by a child or young person, leading to actual or possible significant harm, our safeguarding and child protection measures will be implemented.

29 Upskirting

- 29.1 Upskirting is the act of taking a photograph of underneath a person's skirt without their consent. It is often performed in a public place; public transport or on an escalator, with crowds of people making it harder to spot people taking these photos. It could also happen on the way to and from school and within a school. Being victim to such an incident can cause emotional distress for the young child or young person involved. Fullhurst Community College take these types of incidents seriously and our staff are aware of the law against

'Upskirting' which came into force on April 12, 2019 in England and Wales. If our staff are made aware of such incidents, the schools will follow its safeguarding procedures in addition to seeking advice from the Police.

29.2 At Fullhurst Community College all our staff are aware of the importance of:

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

29.3 If our staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour, staff will in the first instance refer their concerns to the DSL. The DSL will then directly contact Children's Social Care/DAS in accordance with the LSCB Referrals Procedure⁹ to decide how the incident will be managed. Furthermore, our DSL will also seek advice from the Police where necessary. Our staff are aware of what Peer on Peer abuse and Sexual Violence/Harassment is at national and local levels through our annual Whole School Training and our DSL has attended CUSAB Training delivered by Safeguarding in Education to enhance their knowledge in this area further.

30 Domestic Violence and Abuse & Violence between young people (Teen relationships)

30.1 The cross-government definition of domestic violence and abuse is¹⁰:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

30.2 There have been a number of high profiles cases both locally and nationally where domestic violence and abuse has had a significant and direct impact on the child and their wellbeing. If the school is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will

follow Local Authority and Leicester Safeguarding Board guidelines in reporting such concerns to Childrens Social Care, Duty and Advice or the Police and will also seek further guidance where necessary.

- 30.3 Domestic abuse is not limited to adults; there is an increasing awareness of violence from one teenager to another;
- 1 in 5 teenage girls have been assaulted by a boyfriend
 - Young women are more likely to experience sexual violence than other age groups
 - Young women with older partners are at increased risk of victimisation
 - Recent surveys (including NSPCC¹¹, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years
- 30.4 If a member of Fullhurst Community College staff is made aware of children behaving this way with other children within our school, and violence is apparent between the young people's intimate relationship; this includes issues around the use of social media and Sexting, we will view this as a significant child welfare concern and where necessary, the appropriate agencies will be informed. This includes Children Social Care and the Police.
- 30.5 If such cases are prevalent within our school, whether the incident involves Adult Relationships or Teen Relationships, the school will also work closely with the child and the Headteacher/DSL will endeavour to support the child who has been exposed to this type of violence and abuse with the involvement of (where appropriate) their parents/carers and their boyfriend/girlfriend.
- 30.6 Furthermore, involvement through the Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. (Victims). Staff will also work with all the children in our school to ensure information and the importance of healthy relationships is highlighted through assemblies, circle time and PSHE lessons.

31 Child Missing From Education

- 31.1 A Child Missing From Education forms part of the wider LSCB procedures for children who go missing from School, Home, Care Education and includes Families who go missing.
- 31.2 A pupil missing from education on a number of occasions is a potential indicator of abuse and neglect.

- 31.3 Any child that is absent for a number of days in a row will be visited by the relevant Head of Year and our Family Liaison Officer. If there are further concerns following the home visit, this will be raised with the DSL to decide what action needs to be taken.
- 31.4 Should a pupil go missing from Fullhurst Community College our Family Liaison Officer, Deborah Coley will inform the DSL/SLT and contact the Educational Welfare Service. The DSL will consider further actions and/or support should it be required and to ensure they help identify the any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.
- 31.5 At Fullhurst Community College if a child is no longer coming to our school where the parent/carer has removed them, we will ensure that appropriate steps are taken and measures are in place. I.e. we will follow our school guidelines in monitoring those parents/carers home tutoring, follow procedures where a child is taken out of school to go on holiday, where a child is removed from school as the family are moving away;
- 31.6 We will notify all relevant partner agencies/services including Education Welfare, correct forms will be completed, information will be recorded and child folders/information will be passed on to the appropriate person (where applicable).

32 Honor based violence

- 32.1. Honour-based Violence is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including domestic abuse, which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, FGM, Forced marriage, abuse linked to faith and culture, breast ironing, inappropriate dress or make-up and even kissing in a public place.
- 32.2 HBV can exist in any culture or community where males are in position to establish and enforce women's conduct. However, males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

33 Female Genital Mutilation

- 33.1 Female Genital Mutilation is an illegal operation under the Female Mutilation Act 2003, is a form of child abuse and as such, is dealt with under the school's Child Protection & Safeguarding Policy.

33.2 Definition of Female Genital Mutilation¹² (FGM):

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM through our Whole School Safeguarding on 27 August 2019, and are aware of some of the signs and symptoms.

Responding to FGM - The school will ensure;

- We raise awareness of staff in regard to the issues of FGM through Whole School Training
- Staff have a clear understanding of what FGM is
- FGM is within the schools Safeguarding Policy
- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe

Monitoring absences

33.3 As of October 2015, it became a mandatory responsibility of all staff members to report any suspicion of FGM to the police if the child is under 18 years of age. If any of our staff at Fullhurst Community College are aware of such concerns, staff will, in the first instance, report their concerns to the DSL and/or Headteacher and then take appropriate steps to either directly contact the Police or seek advice from Duty & Advice, Children's Social Care.

33.4 Any concerns raised including any referrals made will be; monitored closely and recorded following our school's procedures by the staff members raising the concern, the DSL or both.

34 Forced Marriage

34.1 A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties. Duress cannot be justified on religious or cultural grounds. Victims of forced marriage may be the subject of physical violence, rape, abduction, false imprisonment, enslavement, emotional abuse, and murder. It is important not to confuse 'forced' marriage with 'arranged' marriage. In the instance of an 'arranged' marriage both parties freely consent.

34.2 The Governments definition of a Forced Marriage¹³ is;

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or

abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

- 34.3 Fullhurst Community College staff, through induction and Whole School Training are aware of the importance and impact on a child/student who is involved in such situations.
- 34.4 In addition, the Forced Marriage Unit have issued guidance on Forced Marriage and vulnerable adults due to an emerging trend of cases where such marriages involving people with learning difficulties. This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed
- 34.5 In such cases, disclosures and concerns relating to Forced Marriage/Honour Based Violence will be reported directly to the DSL and the Police due to the impact it could have on the child/student in the wider community. Information will be sought from Children's Social Care Duty & Advice and where appropriate and Police and the Forced Marriage Unit.

35 Abuse linked to faith, beliefs and culture

- 35.1 Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. However, some children are subject to certain kinds of child abuse linked to their faith, belief or culture and this includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs.

This kind of abuse can also include;

- Belief in concept of witchcraft, magic or voodoo
- Demons or the devil acting through children or leading them astray
- The evil eye or djinns and dakini
- Ritual or muti murders
- Breast Ironing
- Female Genital Mutilation
- Honour based violence and Forced Marriage
- Chastisement of a child in a Place of Worship

- 35.2 Whilst this is not an exhaustive list, Fullhurst Community College recognises that sadly, such cases are on the increase within the community and as a school, we take such incidents as seriously as any other kind of abuse perpetrated by an adult on a child.
- 35.3 If the school has been made aware of such a case, the school will follow LSCB procedures and where appropriate, report the incident to Children Social Care and/or the Police.

35.4 As a school, our staff are aware of some of the signs of this kind of abuse and have attended training to support them further. We also work closely with all our children to promote healthy relationships and British Values. Our code of conduct (Children/Teachers/Parents & Carers), also teaches our children mutual respect of other faith, beliefs and cultures in a positive manner rather than negative. We believe and respect each other in our school and maintain this ethos throughout the teaching and learning environment.

36. Early Help and Supporting Children and Families.

36.1 Early Help and prevention is about how different agencies work together to help children, young people and their families at any point in their lives to prevent or reduce difficulties. This means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

At Fullhurst Community College, key staff members have attended our LSCB's Early Help and Early Help Assessment Training and this has been passed onto relevant staff members therefore; our staff are prepared to identify any children who may benefit from Early Help and signpost/refer accordingly.

37. Bullying and Safeguarding.

37.1 The Law states that some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

37.2 Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'. Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim.

37.3 It can be inflicted on a child by another child or an adult. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

37.4 Fullhurst Community College has a legal duty to ensure we have an Anti-Bullying Policy in place and that all staff, children and parents/carers are made aware of it. This document can be accessed on our schools website <http://www.fullhurst.leicester.sch.uk> and sets out clear procedures in

managing such incidents within the school. We also deliver work in school about anti-bullying through assemblies and lessons and our staff are trained in appropriately dealing with such incidents.

37.5 However, at times, bullying such as Peer on Peer abuse, sexualised behaviour, serious incidents of harm, homophobic behaviours, cyber bullying and Sexting/Use of mobile phones will be taken seriously and as a serious safeguarding concern especially if the child is at risk of significant harm. In such cases, our Designated Safeguarding Lead and the Principal will assess the situation and seek advice and guidance from Children’s Social care or the Police especially in relation to illegal activity.

38 Local Priorities

38.1 Within Leicester City, the Local Authority and LSCB has have their own priorities which reflect the area in which Fullhurst Community College is based. Some of these include being aware of Knife Crime, Gang Related Issues, Radicalisation, County Lines, Criminal Activity, Antisocial Behaviour, FGM and Contextual Safeguarding. (This is not an exhaustive list).

38.2 Within our local community area, our priorities are:

- Priority/Awareness of County Lines
- Priority/Awareness of Knife Crime
- Priority/Awareness of Gangs
- Priority/Awareness of Child Criminal Exploitation and Child Sexual Exploitation
- Priority/Awareness of Domestic Violence and Abuse

38.3 Our SLT, DSL’s and staff are aware of these priorities and we aim to raise awareness through a whole school approach and staff training to ensure our children and young people are aware of such issues and that we implement the correct policies and procedures to ensure that our children and young people are safe within school and within the community we serve. We work closely with other agencies including the Police, Community Groups and Social care and where appropriate, Parents and Carers will also be a part of this whole school and whole community approach process.

39. Private Fostering.

39.1 A private fostering arrangement is one that is made without the involvement of the local authority to look after a child under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, for 28 days or more and can include those living with extended family members. So, this could be a child living with people as stated below:

Private Fostering includes a child living with:	Private Fostering does not include a child living with:
Godparents	Mother/Father

Great Grandparents	Brothers/Sister
Great Aunts or Uncles	Grandparents
Family Friends	Aunts/Uncles
Step parents where a couple isn't married or in a civil partnership	Step Parents where a couple is married or in a civil partnership
Cousins	Children and young people who are being looked after by the Authority.
A host family which is caring for a child from overseas while they are in education here	

39.2 It's a legal duty (Children Act 1989) for parents or the private foster carer to notify the local authority of whenever a child is not living with a close relative. This should be done six weeks before the arrangement takes place or immediately if it is unplanned or already happening. This is so the local authority can work with private foster carers to keep children safe and also support anyone who is privately fostering.

39.3 Fullhurst Community College staff are aware of what Private Fostering is and staff in our school understand their legal duty under the Children Act 1989 to notify the Local Authority/Children's Social Care, they are made aware of such cases. Fullhurst Community College understands the apprehension some carers may feel is raising such concerns and the difficulty that some carers may have if faced with this situation. As such, the school and staff will endeavour to support the carers and the child to ensure the wellbeing of the child is maintained and help and advice is made available.

40 Online safety

40.1 The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

40.2 Education.

The school will do everything that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system As part of

this process, the school will teach children how to safe online using the government guidance¹⁴ and other resources.

40.3 Filtering and monitoring

- The school will ensure we have appropriate filters and monitoring systems in place.
- The appropriateness of any filters and monitoring systems and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like
- Guidance on e-security is available from the National Education Network.
- Whilst filtering and monitoring is an important part of the online safety picture, it is only one part.
- The school will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school will carefully consider how this is managed on our premises.

40.4 Staff training

The school will ensure that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

41. What we do when we are concerned about a child?

- 41.1 Where risk factors are present but there is no evidence of a particular risk, then our DSL/SLT advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL/SLT may well be the person who talks to and has conversations with the student’s family, sharing the school’s concern about the young person’s vulnerability and how the family and school can work together to reduce the risk.
- 41.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible), the DSL can decide to notify Duty and Advice, Early Help or Family Support Services so that a strategic overview can be maintained and any themes or common factors can be recognised; and the school will review the situation after taking appropriate action to address the concerns.
- 41.3 The DSL will also offer and seek advice about undertaking an Early Help assessment and/or making a referral to Early Help services.
- 41.4 In addition to the above, our School staff will refer to Appendix 2 ‘Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child’ when dealing with a child Disclosure or an allegation of abuse.

42 Policy review:

The Governing Body of our school will review the Safeguarding and Child Protection Policy annually.

43 Other Relevant Policies:

Fullhurst Community College's Governing Body's legal responsibility for safeguarding the welfare of the children goes beyond child protection. Their duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour management Policy
- Code of Conduct for teaching and support staff
- Parents behaviour and management (Code of conduct when in school)
- Online Safety Policy
- GDPR Data Protection Policy
- Anti-bullying and Harassment Policy
- Attendance Policy – students
- Drugs Misuse Policy
- Equality and Diversity
- First aid Policy
- Health and safety Policy
- Looked After Children Policy
- Offsite visits Policy of Practice
- Reasonable Force Policy (Appendix 8)
- SEND
- Sex and relationship
- Visitors to school Policy
- Whistleblowing (Appendix 6)

The above list is not exhaustive and when undertaking development or planning of any kind, Fullhurst Community College and our Governors will consider the best interest of our children and any implications for safeguarding children and promoting their welfare.

44. Useful contacts and links:

Internal Contacts.

Principal/ Deputy DSL:

Mr Steve Piggot (spiggot@fullhurst.leicester.sch.uk) 0116 2824326

Designated Safeguarding Lead:

Apollo Rai (arai@fullhurst.leicester.sch.uk) 0116 2824326

Chair of governors:

Mr Rick Moore (contact via Clerk to governors Lisa Coltman) 0116 224 5620

Safeguarding Officer:

Miss Mary McKenzie (mmckenzie@fullhurst.leicester.sch.uk) 0116 2824326

Useful websites and links

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

www.educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

External Contacts:	
Leicestershire Police	999 / 101
One Front Door Duty & Advice (Includes out of hours) das.team@leicester.gov.uk Early Help & Support/ early-help@leicester.gov.uk	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
Safeguarding in Education Julie Chapaneri & Mohammed Patel Safeguardingineducation@leicester.gov.uk	0116 454 2440
Local Authority Designated Officer (LADO) Jude Atkinson lado-allegations-referrals@leicester.gov.uk	0116 454 2440
Children Missing from Education/Pupil Tracking Officer: Ellen Collier	0116 4545510
Leicester Safeguarding Childrens Board (LSCB) http://www.lcitylscb.org/	0116 454 6520
Prevent (Advice / Referral) Police Team: preventengagement.team@leicestershire.pnn.police.uk Prevent Co-ordinator: prevent@stphilipscentre.co.uk	0116 2486726 0116 2733459
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk	0808 80 200 28
Forced Marriage Unit fm@fco.gov.uk	020 7008 0151
Female Genital Mutilation Helpline fgmhelp@nscpsc.org	0800 028 3550
NSPCC Whistleblowing Advice Line help@nspcc.org.uk	0800 0280285

APPENDIX 1 - DEFINITION AND INDICATORS OF ABUSE

1. NEGLECT

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

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

Neglect is a priority for Leicester, Leicestershire & Rutland LSCB. Neglect has been identified as a feature in national & local Serious Case Reviews (SCR's), local learning reviews and multi-agency audits. Our local LSCB have developed a *Neglect Toolkit* to support practitioners identify neglect earlier in families. Key staff members and DSL's in our school are versed with this document and understand when to use it.

<http://lrsb.org.uk/uploads/llr-lscb-neglect-toolkit-2016.pdf>

2. PHYSICAL ABUSE

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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fabricated or Induced Illnesses (Munchausen Syndrome by Proxy)
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person 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 (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;

- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

3a. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. Sexual Exploitation can also include Grooming and Sexting.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are: (no an exhaustive list)

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

4. EMOTIONAL ABUSE

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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;

- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment

Sexual Harassment and Sexual Violence¹⁵

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁰⁵ 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.

Sexual harassment

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.

¹⁵https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf - Part 5

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media; and
 - Sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

5. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Severe chastisement of a child including withholding food and using food as a form of punishment;
- Parents request removal of the child from home; or
- Violence between adults in the household.

6. SEND CHILDREN (Special Educational Needs and Disabilities)

Fullhurst Community College is an inclusive school and welcomes all pupils including those with SEND. We believe in providing every possible opportunity to enable our pupils to develop their full potential whilst promoting their self-esteem and valuing their individuality.

Some children have barriers to learning that mean they have special needs and require particular action by the school. Our dedicated SENCO and teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Key issues for safeguarding children with disabilities include:

- Social isolation
- Reliance on others for personal care
- Impaired capacity to resist or report abusive behaviour
- Reduced access to someone to tell
- Especially vulnerable to bullying and intimidation
- More frequently away from home, eg. in hospital, respite care or residential living

Our SENCO and teachers have attended appropriate training as part of their CPD; whole school safeguarding training, understand the vulnerability of SEND children and understand that SEND children may be at higher risk of abuse or neglect.

Some indicators concerns could include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting; misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will
- A lack of knowledge about the impact of disability on the child
- A lack of knowledge about the child, e.g. not knowing the child's usual behaviour
- Not being able to understand the child's method of communication
- Confusing behaviours that may indicate the child is being abused with those associated with the child's disability
- Denial of the child's sexuality
- Behaviour, including sexually harmful behaviour or self-injury may be indicative of abuse
- Being aware that certain health/medical complications may influence the way symptoms present or are interpreted.

Fullhurst Community College has a specific SEND Policy. All our staff have access to this policy and key staff members are also aware of the LSCB Procedures¹⁶ on line. As best practice our school will ensure we:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Help disabled children make their wishes and feelings known in respect of their care and treatment;
- Ensure that disabled children receive appropriate personal, health, and social education (including sex education);
- Make sure that all disabled children know how to raise concerns, and giving them access to a range of adults with whom they can communicate.
- Those disabled children with communication impairments should have available to them at all times a means of being heard;
- Close contact with families, and a culture of openness on the part of services;
- Guidelines and training for staff on good practice in intimate care; handling difficult behaviour; consent to treatment; anti-bullying strategies; and sexuality and sexual behaviour among young people;
- Guidelines and training for staff working with disabled children aged 16 and over to ensure that decisions about disabled children who lack capacity will be governed by the Mental Health Capacity Act once they reach the age of 16.
- Use specialist service needs/multi-agency approach if as a school we feel additional, support resources and interventions are required.

¹⁶ http://llrscb.proceduresonline.com/chapters/p_abuse_disabld.html?zoom_highlight=Disabled

APPENDIX 2 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD: FOR ALL STAFF MEMBERS

Teachers are in a unique position to identify and help children who may be being abused. Although all schools are required to have a named designated teacher with responsibility for co-ordinating child protection, this should not diminish the role all teachers have in protecting children. Child abuse usually comes to the attention of teachers in one of four ways:

- a direct allegation from the child being abused,
- a third party (e.g. friend, classmate) report,
- through the child's behaviour
- or through observation of an injury to the child.

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. You may ask questions of a clarifying nature – such as 'who, what, where, when, how?' or use the acronym TED – 'Tell me, 'Explain it to me', Describe it to me.'

Remember, the way in which you talk to the child may have an effect on any subsequent legal proceedings. You need to be open and non-judgemental. Children making disclosures should be reassured and, if possible at this stage, should be informed what action will be taken next.

As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead (DSL). It is important to act swiftly to avoid delays.

As a general guide, it is important to remember the following:

SECRETS - A child's trust can place a heavy responsibility on teachers, particularly if they want the abuse to remain a secret. You should tell the child that if he or she is being hurt you will need to tell other people. The child may need to be reassured that you will only speak to those who need to know and that they will treat the matter confidentially.

LISTEN - Listen carefully to the child. Take what he or she says seriously as it is rare for a child to make entirely false allegations.

REASSURE - Reassure the child that he or she was right to tell and is not to blame for what happened, but do not promise confidentiality.

RECORD - As soon as possible after talking with the child, make a written record of what was said at the time, when and where the conversation took place and who was present. This must be accurate and not interpretation or assumption. Note any colloquial/slang words used by students and any language/behaviour inappropriate for the child's age – do not convert them into proper terms. Remember this may be used in any subsequent legal proceedings so note down too, how the child was behaving and the way in which they told you what was happening. This may indicate how the child was feeling.

For injuries in specific areas, record the location accurately – DO NOT take photographs or examine the child yourself.

SUPPORT - Get support for yourself. Listening to abused children can be very upsetting, and giving the child help may be difficult, if you are not given support yourself. Experience of working with children is not, in itself, preparation for the distress abuse can raise.

REMEMBER - It takes courage and determination for a child to tell an adult that they are being, or have been, abused. When they do tell someone, it is usually a person who they feel they can trust and whom they feel is reliable. For reasons of confidentiality, only those people who need to know about the abuse should be told, and conversations about the child should always be held in private.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Principal must be informed asap; if the concern is in reaction to your Principal, you must speak to your Governor. If you feel you cannot speak with your Governors, you must use your whistleblowing procedure and contact Duty & Advice/LADO for advice and support. (Appendix 6)

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**
For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.
- **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Principal should be informed immediately. The Principal should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal should not carry out the investigation him/herself or interview students.

3. The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Principal will notify the Local Authority Designated Officer (LADO) Team.
- The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student (s), these should be addressed through the school's own internal procedures.
- If the Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of the procedure, please refer to the LSCB Website and refer to your Whistleblowing Procedures (Appendix 6)

APPENDIX 4 - GUIDELINES FOR AVOIDING ALLEGATIONS OF ABUSE: FOR ALL STAFF MEMBERS

Whilst they may in common law be regarded as acting in loco parentis, teachers and carers in school should remember that they are not able to take the place of parents in providing physical comfort. This is not to say that all physical contact is inappropriate, rather that the professional context demands circumspection and a sense of fitness for purpose.

Teachers of very young children of nursery and Key stage 1 age will naturally need to engage in more physical contact than teachers of older children. Comforting a distressed child who may just have started school will not be an unusual occurrence. Similarly, in the special school setting, some children may tend towards demanding physical attention. In such circumstances, the contact by the adult will be for re-assurance and may involve physical closeness (e.g. holding the child's hand or placing hands on the child's shoulders). Hugging and kissing would be inappropriate for other than the parent, even though the child may want to initiate it.

Administration of medicines and first aid requires careful codes of conduct and procedures. These should be laid down by local authority or health authority or in individual school guidelines and followed meticulously. As a rule of thumb, teachers should not administer medicines. If the child had an adverse reaction to a medicine given by a teacher, the teacher could be held liable and charged with negligence.

Administration of first aid should be undertaken by a qualified first aider. Where none is available, the minimum steps should be taken to ensure the child's safety and the emergency services should be called.

Teachers may sometimes be called upon to intervene physically if a child or children are in danger of injuring themselves or others - as in a fight in the school yard. It is important that in such circumstances the minimum possible reasonable force is used. Where possible another colleague should be called upon to assist, both to minimise the risk of injury to the teacher intervening and to act as witness that reasonable force and no more was used. After such an event a clear record of what took place should be made, including where possible statements from witnesses. The Principal should be informed.

One-to-one situations with pupils need to be carefully and consciously managed. Some teaching, as with peripatetic music staff, may often suggest one-to-one organisation. Where pupils can be paired for such lessons, it is preferable. Where this is not possible and in other situations of individual interviews with pupils, it is advisable to use a room with a window where others can see in or to leave the door open. If confidentiality makes this difficult, then another member of staff should be informed that the interview is taking place.

If a child becomes distressed, support and re-assurance should be offered through calming words rather than through physical contact. Teachers should not become involved with children's personal problems beyond listening and being sensitive to them in order to refer the child to the most appropriate source of help or counselling.

APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

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

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

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

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
 6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and

- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues; and
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and/or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

APPENDIX 6 – Whistleblowing

<https://fullhurstcommunity.sharepoint.com/Staff/Shared%20Documents/Whistle%20Blowing%20Policy.docx?d=wc19d44eee5764cea88eee1a25e5d53e8>

Appendix 7 – Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially, the behaviour in question is harmful to the child perpetrator as well as the victim.

Situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups.

Peer on Peer abuse is to be taken as seriously as any other form of abuse and must not be disregarded as banter.

Safeguarding and Child Protection Policy has been reviewed and agreed by the Governing Body of Fullhurst Community College.

Policy Date: October 2019

Signed on behalf of the Governing Body

Steve Martin

Chair of the Business Management Committee

Date 31/10/19

**Steve Piggot
Principal**

Date 31/10/19

APPENDIX 8 - Reasonable Force

1. Purpose

The purpose of this policy is to make clear the position of the school with regards to necessary Reasonable Force and to safeguard the well-being of students and staff when a situation or incident requires the use of Reasonable Force.

It is the objective of Fullhurst Community College to maintain consistent and safe practices in the use of handling, reasonable force & restraint.

2. Reasonable Force and the Law

The law allows all adults who are authorised by the Principal to be responsible for students to use such force as is reasonable to prevent a student:

- a) Committing a criminal offence (or for younger children that which would be an offence)
- b) Causing personal injury, injury to others or damage to property
- c) Engaging in any behaviour prejudicial to maintaining good order and discipline

Staff should not hesitate to act in these situations provided they follow this policy and the attached guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

3. Definition of Terms:

Handling – refers to any reasonable force applied by a member of staff where it necessary to make physical contact with a student in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

Use of Reasonable Force – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff or others present at the time of reasonable force.

Restraint - is the positive application of force in order to actively prevent a child from causing significant injury* to him/herself or others or seriously damaging property.
*Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and selfpoisoning.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

4. Implementation of reasonable force:

All members of staff working with students at the school are authorised to handle, use reasonable force or restrain students if/when such reasonable force is necessary.

No member of staff is required to employ any reasonable force strategy if they are not comfortable or confident to do so effectively.

No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place.

In all circumstances where reasonable force is or may become required members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

Staff considering handling, use of reasonable force or restraint must provide opportunity for the student to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the student and details of their intended interventions clear.

The method of reasonable force employed must use the minimum reasonable force for the minimum length of time (additional guidance regarding what intervention is and is not appropriate is given in Appendix A).

5. Recording reasonable force

All incidents where staff feel that they have used force to modify behaviour or conduct should be recorded. It is not necessary to record every incident of contact with a child, but where a member of staff perceives that contact has been received at all negatively, they are advised to record the circumstances.

Intervention Recording Forms are available from the Principal's PA (Lisa Coltman). Once completed the form should be submitted to the Principal's PA. The Principal will be informed of the intervention that has taken place.

It is the responsibility of the intervening member of staff to complete the record form on the day that the intervention took place.

The circumstances and nature of the reasonable force will be held on the record of the student involved.

The DSL will inform any necessary agencies/authorities of the reasonable force in accordance with DFE and LA guidance. The DSL will ensure that parents/carers are appropriately informed.

For the safeguarding of both staff and student, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the reasonable force.

6. Searching Students

On occasions a member of staff may have reasonable grounds to suspect that a student is in possession of an item or items which contravene school regulations and could potentially cause harm to the student or others. Under these circumstances The Education Act 2011 extends the power of staff to search students without their consent. **Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Searches will be conducted by two members of staff, at least one of whom will be the same sex as the student. Students will be offered the opportunity to have their parents/carers present.

Fullhurst Community College does not endorse and will not undertake a physical search of any students' person. Where necessary a student will be asked to remove his/her coat and/or blazer, empty all pockets, open their bags and in some circumstances remove their shoes and socks. Possessions and items of apparel that have been removed may then be searched by the staff present.

If undesirable items are discovered the school will use its power of confiscation to retain the offending item(s). Parents/carers, if not present, will be contacted to explain what has been found and any subsequent sanctions that have been applied. Where appropriate, parents/carers will be invited to retrieve the offending property and asked to ensure that they are not brought to school again.

In the event that illegal items are discovered then the Police will be informed immediately.

Guidance for Staff re: Handling, Use of Reasonable Force & Restraint

1. Purpose of this document

- To provide for the safety and security of pupils in need of reasonable force.
- To clarify for staff the steps they are allowed to take if a situation requiring reasonable force arises
- To enable staff to distinguish between what intervention is and is not acceptable.
- To ensure that staff have read the documentation from DfE and Leicester City Council.
- To help ensure that any reasonable force is minimal, infrequent, recorded and that relevant authorities and parents are appropriately informed.

2. The decision to employ a reasonable force Strategy

You should be aware that all staff who have responsibility for a student or group of students are authorised to employ reasonable force strategies in the event they are necessary and that the law allows you to intervene in this manner.

You should however be aware that you have a choice whether or not to intervene physically in any given situation and that you should not do so if you are uncomfortable with the situation or not confident to deal with it effectively.

You should be aware that in the event that you employ a reasonable force strategy, the parents of the child will be informed of your actions, the record of the intervention will be kept on the student's file and where necessary relevant authorities will be notified of the incident for your own future protection.

3. In what way can you Physically Intervene?

Any application of reasonable force must only use the **minimum force** for the **minimum time**.

There are a number of ways in which you can physically intervene and you must choose the strategy appropriate to the situation and presenting least risk to yourself, the student and other persons.

4. Appropriate actions include;

Shepherding or Guiding; using body positioning and positive gestures to move a student away from harm. This may include the placing of a hand on the back (between the shoulder blades) and using reasonable force to actively move them from one place to another.

Blocking or Interposing; placing yourself between the student and their objective (e.g exit, another student) thereby preventing the potential injury damage or prejudice to good order.

Holding and Leading; gripping the student appropriately (e.g by the upper arm) to prevent them from injury, damage, etc. In cases of resistance from a student, it may

be necessary to employ holding to effectively achieve shepherding and, hence you are actively leading them away.

Restraining; used only in the most extreme cases, restraining may require a significant amount of force in order to prevent significant injury (as described in the policy). Essentially, restraining is a more extreme version of holding, may require more than one adult and may last significantly longer than other strategies. However, the same care must be taken to restrain a student appropriately.

5. In what ways must you NOT Physically Intervene?

The purpose of reasonable force is essentially to maintain good order and ensure the safety of all individuals, therefore it is never appropriate to employ a reasonable force strategy if you are not in control of your own emotions. Reasonable force must never be employed in anger or frustration. If you find yourself angry or frustrated by the situation at hand you must step back and allow someone else to manage the issue.

It is never appropriate to use reasonable force strategies as a punishment.

Just as there are a number of acceptable intervention strategies, there are also a number of actions it is completely inappropriate to take.

Inappropriate actions include;

- **Hitting or Striking;** while it is entirely possible that in the course of an intervention (eg. breaking up a fight) you may be hit yourself, you must not strike a student.
- **Deliberately inflicting pain;** it is not okay to twist limbs or put pressure on joints (eg. arm up a student's back), pull or hold hair, pinch or hold a student in a pain inducing way (eg. by the ear).
- **Making contact with sexually sensitive areas of the body;** where at all possible contact should be restricted to arms, shoulders and the back as previously described.
- **Restricting breathing;** by holding round the throat or for a prolonged period around the chest. It is also never appropriate to sit on/straddle a student or hold them face down to the floor.

6. Guidance for managing your intervention

- a) Always give a student an opportunity to resolve the situation without use of reasonable force first.
- b) Always send for assistance from colleagues or another authorised adult; other students should never be involved in reasonable force. You may have to intervene before help arrives, but not managing this entirely on your own is safer for all concerned.
- c) Be aware of your emotions. Are you comfortable and confident to deal with this scenario without anger? If not – don't intervene.

- d) Continue to communicate with the student (and witnesses) throughout the incident even if the student doesn't respond. Be clear about what you are doing and inform the student that the intervention will cease when it is no longer necessary.
- e) Apply only appropriate strategies and the minimum required force to achieve the required outcome (prevention of injury/harm, student/staff safety, restoration of good order). Release the student once this has been achieved.
- f) Manage the situation calmly – even if the student responds negatively.
- g) Complete a 'Reasonable Force Record Form' as soon as possible after the event.

7. Minimising the need for Physical Intervention

In most circumstances reasonable force really should be a last resort or an emergency action. Therefore, all staff should:

- endeavour to create a calm environment which will minimise the risk of incidents where the use of reasonable force may be required;
- endeavour to teach pupils how to manage strong emotions and conflict through opportunities for PHSE and wider aspects of the school curriculum;
- quickly seek to de-escalate incidents if they do arise;
- only use reasonable force when the risks involved in doing so are outweighed by the risks involved in not using force;
- be aware of risk assessments and positive handling plans for specific individual pupils.

A list of authorised personnel is available from the school but will include all teachers and staff who are contracted by the school.

All staff must read DfE Circular 10/98. (Section 550A of the Education Act 1996 the use of force to control or restrain pupils) and the guidance from Leicester City Council. There will be a copy permanently kept in the staffroom.

COVID-19 school closure arrangements for Safeguarding and Child Protection at Fullhurst Community College

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Fullhurst's Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements, which have been put in place in addition to our existing policies and procedures during this time of COVID-19 school closures.

Key contacts

Role	Name	Email
Designated Safeguarding Lead	A Rai	arai@fullhurst.leicester.sch.uk
Deputy Designated Safeguarding Lead	C Bailey C Heal J Croucher D Clarke C Murphy	cbailey@fullhurst.leicester.sch.uk Cheal@fullhurst.leicester.sch.uk Jcroucher@fullhurst.leicester.sch.uk Dclark@fullhurst.leicester.sch.uk Cmurphy@fullhurst.leicester.sch.uk
Principal	S Piggot	spiggot@fullhurst.leicester.sch.uk
Safeguarding Officer	M McKenzie	Mmckenzie@fullhurst.leicester.sch.uk
Chair of Governors	R Moore	lcoltman@fullhurst.leicester.sch.uk
Safeguarding Governor	R Moore	

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

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

Fullhurst will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead persons for this will be Apollo Rai for social workers and Catherine Murphy for LAC students.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. As such every student that meets the government's vulnerable criteria and some that are on the edges of receiving children's social care support will have been directly contacted by Fullhurst to discuss this and as such consult on attendance.

Where parents are concerned about the risk of the child contracting COVID19, Fullhurst or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Fullhurst and social workers will agree with parents/carers whether children in need should be attending school. Fullhurst will then follow up on any pupil that they were

expecting to attend, who does not. Fullhurst will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

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

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

For students that have EHCP, are LAC, have social care involvement or are on the edges of receiving children's social care support and through consultation are not attending, Fullhurst will be in regular contact (this will be on weekly or fortnightly basis based on a risk assessment).

Designated Safeguarding Lead

Fullhurst has a Designated Safeguarding Lead (DSL) and Deputy DSLs.

The Designated Safeguarding Lead is: Apollo Rai

The Deputy Designated Safeguarding Leads are : Christina Bailey, Chris Heal, Jim Croucher, Catherine Murphy, Darren Clarke, Steve Piggot

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This has been identified on the staffing rota emailed to all staff by Steve Piggot

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Fullhurst staff have access to a trained DSL (or deputy). On each day staff on site will be made aware of this person as they are highlighted on the staffing rota.

The DSL or member of our safeguarding team will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Headteacher and Safeguarding officer. This will ensure that the concern is received.

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

Where staff are concerned about an adult working with children in the school, they should report the concern to the member of SLT present on site. If there is a requirement to make a notification whilst away from school, this should be done with an email to the headteacher.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Fullhurst, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Fullhurst will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Fullhurst is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Fullhurst will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Fullhurst will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Fullhurst will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

Fullhurst will continue to provide a safe environment, including online. This includes the use of an online filtering system, as such all work set outside the classroom will only be accessed by student's login into our school SharePoint site.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the

Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the staff code of conduct.

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

Supporting children not in school

Fullhurst is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they will have been identified on our vulnerable group communication plan. (in addition to those fitting the governments vulnerable group categories)

Details of this are recorded on CPOMS, as should a record of contact have made. This will be coordinated by our safeguarding officer, with any safeguarding issues immediately report to our DSL. Any learn concerns regarding students with EHCPs will be reported to our SENCo.

Fullhurst, our DSL, SLT and safeguarding officer will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Fullhurst recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Fullhurst need to be aware of this in setting expectations of pupils' work where they are at home.

Fullhurst will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and where appropriate recorded on CPOMS.

Supporting children in school

Fullhurst is committed to ensuring the safety and wellbeing of all its students.

Fullhurst will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Fullhurst will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Fullhurst will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Where Fullhurst has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will adapt the staffing plan to reflect this and if necessary, discuss them immediately with the local authority.

Peer on Peer Abuse

Fullhurst recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.