GREEN GATES PRIMARY SCHOOL

Child Protection Policy

Written: September 2018

Review: September 2019

Table of Contents

Policy Statement 3
Policy Principles 3
Safeguarding Legislation and Guidance 3
Roles and Responsibilities 4
Good Practice Guidelines and Staff Code of Conduct 5
Abuse of Position of Trust 5
Children Who May Be Particularly Vulnerable 6
Children Missing Education 7
Whistleblowing If You Have Concerns About a Colleague 7
Allegations Against Staff 8
Staff Training 8
Safer Recruitment 7
Site Security 8
Extended School and Off-Site Arrangements 10
Staff/Pupil Online Relationships 10
Child Protection Procedures 10
Peer on Peer Abuse 14
Sexual Exploitation of Children 17
Honour-Based Violence 18
Radicalisation and Extremism 19
Online Safety 17
The Use of Reasonable Force 17
Private Fostering Arrangements 17
Looked After Children 17
Appendix One 19
Appendix Two 21
Appendix Three 24
Appendix Four 22

Policy Statement

The school believes that the physical, emotional, social and intellectual wellbeing of every child is paramount. All staff within the school have a duty of care to ensure that children prosper in a safe, secure and welcoming environment in which their individual needs are supported and met. The school recognises that all adults within each school have a moral and statutory responsibility to safeguard the welfare of every child. Everyone has a role to play in identifying concerns, sharing information and taking prompt action.

The school follows the child protection procedures set out by the Redcar and Cleveland Local Safeguarding Children Board (RCSCB).

This policy is one of a series in the school's integrated safeguarding portfolio (see Appendix Two).

This policy is available on the school website and is available in hardcopy to parents on request.

Policy Principles

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All adults are alert to the signs of abuse and neglect and follow procedures to ensure that children receive effective support, protection and justice.
- All adults have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All adults are equipped with the skills to identify children who may benefit from early help.
- Children and staff involved in child protection issues receive appropriate and timely support.
- The best interests of the child are always at the centre of decisions.
- This policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.

Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 157 & 175 of the Education Act 2002
- The Education (Independent Schools Standards) (England) Regulations 2014
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- School Staffing (England) Regulations 2009

- The Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The Equality Act 2010
- Working Together to Safeguarding Children July 2018
- Keeping Children Safe in Education September 2018
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Anti-Social Behaviour, Crime and Policing Act 2014
- What to do if you're worried a child is being abused March 2015
- The Use of Reasonable Force July 2013

Roles and Responsibilities

The Designated Safeguarding Lead (DSL)

The Headteacher and the Trust's Head of Safeguarding ensures that the school's DSL is a senior member of staff from the school leadership team. The DSL takes lead responsibility for safeguarding and child protection and this role is explicitly mentioned in their job description.

The DSL:

- has the status and authority within the school to carry out the duties of the post and is given the time, funding, training, resources and support to provide advice to other staff;
- is appropriately trained and the training is updated every two years;
- regularly updates their knowledge and skills by, for example, attending meetings with other DSLs led by the Trust's Head of Safeguarding and through attending relevant training linked to specific areas of safeguarding (either provided by Redcar and Cleveland Safeguarding Children Board or other external providers);
- has undertaken Prevent awareness training and is able to offer advice and support to staff on protecting children from radicalisation;
- is always available during school hours for staff to discuss any safeguarding concerns;
- ensures adequate and appropriate cover arrangements for any out of hours/out of term activities;
- acts as a source of support and expertise to the school community;
- has a working knowledge of LSCB procedures;
- makes staff aware of LSCB training courses and the latest policies on safeguarding;
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file;
- refers cases of suspected abuse to children's social care or police as appropriate;
- refers cases to the Channel programme where there is a radicalisation concern as required;
- ensures that when a pupil leaves the school, their child protection file is

passed to the new school as soon as possible (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained;
- considers whether it would be appropriate to share any information with a new school in advance of the child leaving;
- attends and/or contributes to child protection conferences;
- coordinates the school's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies including the RCSCB;
- ensures that the child protection policy and procedures are reviewed and updated annually, liaising with the Head of Safeguarding, nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate;
- ensures the school's child protection policies are known, understood and used appropriately;
- makes the child protection policy available publicly, on the school's website or by other means so parents are aware that referrals may be made and the school's role in this.

The Deputy Designated Safeguarding Lead

The DDSL is trained to the same standard as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

Good Practice Guidelines and Staff Code of Conduct

Good practice includes:
- treating all pupils with respect;
- setting a good example by conducting ourselves appropriately;
- involving pupils in decisions that affect them;
- encouraging positive, respectful and safe behaviour among pupils;
- being a good listener;
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation;
- recognising that challenging behaviour may be an indicator of abuse;
- reading and understanding the school's child protection policy, staff code of conduct and guidance documents on wider safeguarding issues;
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse;
- referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, directly to the police or children's social care.

Abuse of Position of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

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

Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who:

- are disabled or have specific additional needs;
- have special educational needs (whether or not they have a statutory education, health and care plan);
- are young carers;
- are affected by parental substance misuse, domestic violence or parental mental health needs;
- are asylum seekers;
- live away from home;
- are vulnerable to being bullied, or engaging in bullying;
- live in temporary accommodation;
- live transient lifestyles;
- live in chaotic and unsupportive home situations;
- are vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- are at risk of sexual exploitation;
- do not have English as a first language;
- are at risk of female genital mutilation (FGM);
- are at risk of forced marriage;
- are at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- being more prone to peer group isolation than other children;
- the potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded and the school consider extra pastoral support for these children.

Children Missing Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The school monitors unauthorised absence and take appropriate action including notifying the Local Authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. All staff are aware that children going missing from education can be a vital warning sign of a range of safeguarding possibilities such as mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation and risk of forced marriage.

The school holds more than one emergency contact number for each child to give the school additional options for contact when a child missing education is also identified as a welfare and/or safeguarding concern.

Whistleblowing If You Have Concerns About a Colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The Trust's whistleblowing policy (which can be found on the school's website) enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of the Local Governing Committee or the Board of Trustees.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

All members of staff receive a copy of the whistleblowing policy on induction and when it is reviewed. This policy is discussed so staff are aware of the procedures in place if they have a concern to raise.

Where a staff member feels unable to raise an issue with their employer or

feels their concerns are not being addressed, they can call the NSPCC whistleblowing helpline on 0800 028 0285.

Allegations Against Staff

When an allegation is made against a member of staff, set procedures must be followed. The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, 2018) and in the school's allegations of abuse against staff policy and procedures.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the police.

The school and the Trust will provide effective support for any employees facing an allegation and will provide the employee with a named contact if they are suspended. Any allegation will be dealt with as quickly as possible in a fair and consistent way that provides effective protection for the child and the person who is the subject of the allegation.

Staff Training

It is important that all staff receive appropriate safeguarding and child protection training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. All staff, including the DSL and governors, receive training that is regularly updated. This includes online safety training for staff. They receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

New staff and governors receive safeguarding and child protection training (which includes online safety) at induction. They are provided with a copy of this policy, Keeping Children Safe in Education Part 1 (DfE, 2018), the school's behaviour policy and the school's staff code of conduct (in the staff handbook) which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media. Training at induction also includes the role of the DSL (including the identity of the DSL and any deputies) and the school's safeguarding response to children who go missing from education.

Safer Recruitment

The school complies with the requirements of Keeping Children Safe in Education (DfE 2018) and the LSCB by carrying out the required checks and verifying applicants' identity, qualifications and work history. The Trust's recruitment and selection statement policy and procedures set out the process in full and can be found by contacting the Director of Human Resources for the Trust via email: catherine@galileotrust.co.uk

At least one member of each recruitment panel will have attended safer

recruitment training.

All relevant members of staff are made aware of their obligations to disclose relevant information to the school that may lead to disqualification under the Childcare Act 2006 and The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. This legislation is applicable to the following members of staff:

- All staff who work in early years' provision including teachers, support staff and volunteers;
- All staff who work in later years' provision for children who have not attained the age of 8 providing childcare outside of school hours including breakfast clubs and after school care;
- All staff who are directly concerned in the management of such childcare mentioned above, such as the headteacher or other senior staff.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including governors, will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to work in regulated activity. Volunteers cannot provide personal care on a one-off basis or teach or look after children on an unsupervised basis in school without an enhanced DBS certificate (which should include barred list information).

Contractors

On arrival at the school, the school checks the identity of all contractors and their employees working on site. The school also requests an enhanced DBS (including barred list information) if the contractors are engaging in regulated activity or an enhanced DBS (not including barred list information) if the contractors have the opportunity for regular contact with children but the activity is not regulated. If no checks have been obtained for a contractor, they will not be allowed to work unsupervised during the school day.

Site Security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents

who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Extended School and Off-Site Arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school's site on behalf of the school, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When pupils attend off-site activities, including day and residential visits and work related activities, checks are made to ensure effective child protection arrangements are in place. When the school allows children to gain work experience within the school, the headteacher and DSL ensures the necessary policies and procedures are in place to protect from harm both the children gaining work experience and the children within the school. If a child over the age of 16 is gaining work experience, the school needs to consider whether a DBS enhanced check should be requested.

Where the school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment (i.e. those checks that the school would otherwise perform in respect of its own staff).

Staff/Pupil Online Relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils which can be found in the school's staff code of conduct. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

Child Protection Procedures

Recognising Abuse

To ensure that children are protected from harm, all staff understand what types of behaviour constitute abuse and neglect and the indicators of this. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm (for example by hitting them) or by failing

to act to prevent harm (for example by leaving a small child home alone). Abuse may be committed by adult men or women and by other children and young people. Keeping Children Safe in Education (DfE 2018) refers to four categories of abuse. These are set out in Appendix One along with indicators of abuse.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying, should be reported and will be managed through our tackling-bullying procedures which can be accessed via the school's website.

Taking Action

Any child, in any family, in the school could become a victim of abuse. Staff always maintain an attitude of "it could happen here". Key points for staff to remember for taking action are:

- In an emergency, take the action necessary to help the child and, if necessary, call 999;
- Report your concern as soon as possible to the DSL;
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Complete a record of concern;
- Seek support for yourself if you are distressed.

If You Are Concerned About a Pupil's Welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should record these early concerns in writing. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

If a Pupil Discloses to You

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or

wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils, staff will:

- allow them to speak freely;
- remain calm and not overreact;
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
- not be afraid of silences;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it;
- at an appropriate time, tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why;
- not automatically offer any physical touch as comfort;
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next;
- report verbally to the DSL even if the child has promised to do it by themselves;
- complete a written record and hand it to the DSL as soon as possible;
- seek support if they feel distressed.

Notifying Parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

The school's focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Confidentiality and Sharing Information

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff only discuss concerns with the DSL, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2018) emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the General Data Protection Regulation (GDPR). Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the data protection officer or DSL.

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

Referral to Children's Social Care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Reporting Directly to Child Protection Agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, the police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety;
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Peer on Peer Abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

All staff recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking, shaking, hair pulling or otherwise causing harm;
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching or sexual assault;
- **sexting** including pressuring another person to send a sexual image or video;
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them;
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

The school takes the following steps to minimise or prevent the risk of peer on peer abuse:

- The school is an open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them;
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying;
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities;
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school;
- The school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows:

- Information gathering – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- Decide on action – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- Inform parents - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Safeguarding incidents or behaviours can be associated with factors outside the school and can occur between children outside the school. All staff consider the context within which incidents or behaviours occur (contextual safeguarding). Assessments of children consider whether wider environmental factors are present in a child's life that are a threat to their safety and welfare. As much information as possible must be provided by the school if a referral is being made.

Supporting Those Involved

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support will also be required for the pupil that harmed. The school will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those

needs have been met, the consequences for the harm caused or intended will be addressed.

Sexting

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The UKCCIS advice document refers to this as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be reported to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. For example, if sexual images or videos have been posted online. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

If an incident involving 'sexting' comes to the attention of an adult, they should comply with the following:

- Never view, download or share the imagery themselves, or ask a child to share or download it-this is illegal;
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL;
- Do not delete the imagery or ask the young person to delete it;
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery as this is the responsibility of the DSL;
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers;
- Do not say or do anything to blame or shame any young people involved;
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

Sexual Violence and Harassment

The school has a calm, considered and appropriate response to reports of child on child sexual violence and harassment that are underpinned by pre-planning and effective training. All reports are responded to immediately and the starting point is always that sexual violence and sexual harassment are not accepted and will not be tolerated. All children are listened to and reassured with reports never being passed off as 'banter'.

Where there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. If there is a report of sexual harassment, the need for a risk and needs assessment will be considered on a case-by-case basis. Risk and needs assessments must consider protection and support for the victim, the alleged perpetrator and all other children at the school. Risk assessments will be recorded and reviewed.

When a school has a report of sexual violence or sexual assault, they will either: manage the report internally, seek support from early help, make a referral to children's social care or report the disclosure to the police. Reports of rape, assault by penetration or sexual assault will always be passed to the police as a starting point.

Support and protection will be provided for the victim, the alleged perpetrator and other children (e.g. witnesses) throughout the process and for as long as necessary, and schools will seek advice from and work with children's social care, the police and other agencies as necessary. Victims may find it helpful to choose a designated trusted adult within school to talk to about their needs. They may need to, at times, withdraw from lessons. This must be the choice of the child and not because this makes managing the situation easier for the school. In some circumstances, the victim may need to move schools or access alternative provision as a result of the trauma suffered. Again, this should only be at the request of the victim.

Sexual Exploitation of Children

Sexual exploitation involves an individual or group taking advantage of an imbalance of power between them and a person under the age of 18 which results in sexual activity. The victim may have been sexually exploited even if the sexual activity appears consensual and can include contact and non-contact sexual activity. The exploitation can involve physical contact or contact through the use of technology. The abuse can be a one-off occurrence or a series of incidents over time and can be perpetrated by individuals or groups, males or females, and children or adults.

Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation.

The school includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Honour-Based Violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse.

Female Genital Mutilation (FGM)

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In the UK, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff are particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

If a member of staff is concerned a child is at risk of FGM or suspects this, they will report their concerns to the DSL who will contact children's social care for further action to be taken.

Section 5B of the Female Genital Act 2003 places a statutory duty upon teachers to personally report to the police where they discover (either though disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This should also be reported to the school's DSL.

Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and are particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

Radicalisation and Extremism

The government defines extremism 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.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

The LSCB provides guidance and the local procedures for dealing with incidents of radicalisation and extremism:
http://www.teescpp.org.uk/prevent-channel-referral-process

Educate Against Hate, a website launched by Her Majesty's Government, provides information, support and resources for teachers, school leaders and parents: https://educateagainsthate.com

Online Safety

The school teaches children about safeguarding, including online safety, as part of the broad and balanced curriculum. There is a bespoke whole school approach to online safety and mechanisms are established to identify, intervene in and escalate any incident as appropriate. This approach also includes a clear policy on the use of mobile technology. Relevant safeguarding issues may be covered during PSHE lessons and Relationships Education and Sex Education.

The school ensure that there are appropriate filters and monitoring systems in place. However, it is also ensured that 'over-blocking' does not lead to

unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

The Use of Reasonable Force

Under some circumstances, staff may need to use reasonable force to safeguard children. Reasonable means 'using no more force than is needed'. The contact may be passive physical contact or active physical contact, and the decision whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff involved.

The school includes the circumstances in which force might be used in the behaviour policy using advice from the DfE document: The Use of Reasonable Force (July 2013). When using reasonable force in response to risks provided by incidents involving children with SEN or disabilities or with medical conditions, the school recognises the additional vulnerability of these groups. Reasonable adjustments are made in compliance with the Equality Act 2010 and positive and pro-active behaviour support is planned to reduce the occurrence of incidents.

Private Fostering Arrangements

A private fostering arrangement occurs when someone (other than a parent, a close relative or a person with parental responsibility) cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the school should notify the Local Authority of the circumstances so they can check the arrangement is suitable and safe.

The school does not allow children to stay with host families (also known as homestay arrangements).

Looked After Children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The school has a designated teacher who has responsibility for promoting the educational achievement of children who are looked after as well as those who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England and Wales.

The designated teacher for looked after children and the DSL have details of children's social worker and the name and contact details of the Local Authority's virtual head for children in care.

Previously looked after children potentially remain vulnerable and therefore all staff have the skills, knowledge and understanding to keep them safe.

The designated teacher works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in their personal education plans. The virtual school head for Redcar and Cleveland is Harry Ainscough: Harry.Ainscough@redcar-cleveland.gov.uk

Review

This policy will be reviewed at least annually and is made available via the school website.

Appendix One
Four Categories of Abuse

Physical Abuse
Physical abuse is a form of abuse which 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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 of a child, although it may occur alone.

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.

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.

Indicators of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied

- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Appendix Two
Related Policies

- Staff code of conduct (Staff Handbook)
- Behaviour
- Attendance
- Complaints procedure
- Anti Bullying
- Whistleblowing
- SEN
- Grievance and disciplinary
- Staff/pupil online communication (Staff Handbook)
- Hand held devices (Staff Handbook)

Appendix Three
Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment and preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the Designated Safeguarding Lead at the school

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role,

for example step-parents, foster carers and adoptive parents.

Appendix Four
Contacts

The details of the Designated Safeguarding Lead for the school are as follows:

- Katie Lowe
- headteacher@ggates.rac.sch.uk
- 01642485463

The Details of the Deputy Designated Safeguarding Lead for the school are as follows:

- Katie Stone
- kstone@ggates.rac.sch.uk
- 01642485463

The Details of the Local Authority Designated Officer (LADO) are as follows:

Lorraine Press
Seafield House, Kirkleatham Street, Redcar and Cleveland, TS10 1SP
Independent_review@redcar-cleveland.gcsx.gov.uk
01642 771531

The telephone numbers of Redcar and Cleveland Children's services departments are as follows:

Main Referral contact: 01642 771500
Out of Hours/ Emergency Duty Team: 01642 524552

The telephone numbers of relevant Prevent partners are as follows:

Channel Police Practitioner:
Lesley.Clelland@Cleveland.pnn.police.uk
01642 303397

Channel Local Authority Contact:
Sue Beevers
sue.beevers@redcar-cleveland.gov.uk
01642 837752

The following telephone numbers may be useful for pupils/staff:

NSPCC Childline 0800 1111

NSPCC (help@nspcc.org.uk)	0808 800 5000
Ofsted's Whistleblower Hotline	0300 123 3155
NSPCC FGM Direct Line details	0800 028 3550
NSPCC Gangs Help Line details	0808 800 5000
NSPCC Whistleblowing advice line	0800 028 0285
Forced Marriage Unit	020 7008 0151 fmu@fco.gov.uk Monday to Friday, 9am to 5pm Out of hours: 020 7008 1500 (ask for the Global Response Centre)

Galileo Academy Trust Head of Safeguarding Details:
Alison Lodge
01642 777870
Email: Alison@galileotrust.co.uk