



Safeguarding and Child Protection
Policy and Procedure
September 2022 -
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This policy is to be read in conjunction with our Online Safeguarding Policy

1. Safeguarding in our school

Our aims and responsibilities

Our commitment is to safeguard and promote the welfare, health (including mental health) and safety of our pupils by creating and maintaining an open, safe, caring and supportive atmosphere when working in an online learning environment. This includes:

- Proactively teaching pupils about safeguarding and teaching children how to safeguard themselves when learning in an online, digital environment
- Ensuring that systems and procedures are in place to protect pupils; and to always act in the best interests of the child.

To fulfil our responsibility effectively Sophia High makes sure our approach is child centred and that we determine how best to build trusted relationships with children and young people. This means that we consider, at all times, what is in the best interests of the child

Keeping pupils, students and teachers safe during remote education is essential. The overall aim of the policy is the safeguarding of students we are helping to educate in the online learning environment. The emphasis of the policy is on prevention, through support and guidance. As per government guidance, at Sophia High School, this policy and practice ensures that our online educational provision and remote learning environment is safe, high quality and aligns as closely as possible with the expectations of the in-school environment.

We perform full enhanced DBS checks to ensure nobody who is deemed unsuitable works with our students. Our prime consideration and responsibility are to the student who is vulnerable. We will ensure all staff have enough training to recognise key markers which may indicate abuse. Ensure all staff are fully aware of the referral procedures, ensure clear communication between the school and relevant agencies where referral has been made.

All staff have the following responsibilities:

- Contribute to providing a safe online learning environment in which all children can learn and flourish
- Know what to do if a child tells you that he or she is being abused or neglected
- Know what to do if you are concerned about the behaviour or conduct of a student in the school
- Know what to do if you are concerned about the behaviour or conduct of an adult (staff or parent) in the school
- Manage the requirement to maintain an appropriate level of confidentiality
- Identify children who may benefit from Early Help
- Refer any concern to the Designated Safeguarding Lead (DSL) or the Deputy DSL
- Be aware of our UK Early Help process and our role in it; as well as international organisations with the responsibility to safeguard children
- Be aware of the process for making a referral to Local authority children's social care and understand the role you might be expected to play in statutory assessments.

Sophia High School provides an especially safe and constructive way for today's students to learn with technology.

The school's online platform (Google Classroom) is secure and accessible only by enrolled pupils, their parents and school staff. All online students pledge to uphold the acceptable use

policy and receive instruction in good digital citizenship and Internet safety. All Sophia High School staff are carefully screened and specially trained to ensure a positive school environment for everyone.

Definition of safeguarding

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

- Protecting children from maltreatment;
- Preventing impairment of children's 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.

In KSIE 2020 this was updated to:

- To protect children from being maltreated
- To prevent a child facing impairment of their development or physical health or mental health
- To make sure that children are given care in their childhood that's safe and effective
- To take action to ensure children get the best possible outcomes.

In our school, safeguarding is everyone's responsibility

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Who this policy applies to

This policy and procedure apply to all pupils in the school.

This policy and procedure apply to all teaching, non-teaching, residential, pastoral, support, peripatetic, contract staff and ancillary staff, volunteers, non-school based Sophia staff and any other adults working at the school. All references in this document to "staff" or "members of staff" should be interpreted as relating to the aforementioned, unless otherwise stated. Throughout the document, the term DSL is used for the Designated Safeguarding Lead.

This Safeguarding Policy and the Code of Conduct apply to all pupils and adults in the school.

Inter-agency working

The school is committed to inter-agency, both in the UK and internationally, working in order to secure the best levels of safeguarding for all of our students. The school contributes to inter-agency working in accordance with statutory guidance. The school works with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Safeguarding international students:

Given the nature of students at Sophia High School, it is of imperative importance that all our students are covered by the same safeguarding expectations we have of all our UK students. International students will be safeguarded following what is detailed by the DfE as Good Practice.

- Sophia High is able to contact the embassies of all countries within which our students reside
- Sophia High is able to contact the British consulate and council within the regions within which our students reside
- Sophia High is in contact with the different local authorities, including the local police and Ministry of Foreign Affairs, within which our students reside
- Any issues will be dealt with in accordance with the rules and regulations outlined by the said authorities in the respected countries, for keeping children safe. Sophia High follows the [NSPCC guideline](#) regarding Safeguarding and Child protection in schools.

As a school we are also aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our students and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, faith and belief on the part of their parent, carer or wider community. Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

Definitions and terminology

'Children' includes everyone under the age of 18

'DSL' refers to the school's named Designated Safeguarding Lead

'Designated Officer' refers to the person appointed by the local authority to deal with allegations against adults

'KCSIE' refers to the statutory guidance Keeping Children Safe in Education

Related documentation

This policy should be read in relation to the most current version of the following documents:

National documents:

- The Education (Independent School Standards) Regulations 2014
- ['Keeping Children Safe in Education'](#)- statutory guidance for schools and further education colleges (Sep 2022)
- "Working Together to Safeguard Children 2018" - July 2018 [Working Together To Safeguard Children \(July 2018\)](#) + [Update Dec 2020](#)
- [Safeguarding and Remote Education - Guidance \(March 2021\)](#)

- [Prevent Duty Guidance](#): for England and Wales (April 2021)
- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#) – Sept 2021
- [Information Sharing Guidance for Safeguarding Practitioners Information Sharing Guidance](#) - DfE July 2018
- [Disqualification under the Childcare Act](#) (July 2018)
- The Equality Act - 2010 [Equality Act 2010](#): Guidance Gov UK
- [The United Nations Convention on the Rights of the Child \(UNCRC\) United Nations Convention on the Rights of the Child](#)

- [What to do if you are worried a child is being abused – Advice for practitioners](#) (departmental advice) (March 2015)
- [International Safeguarding Standards](#)

This policy is updated annually, drawing on feedback from staff, and is published to all staff and volunteers and placed on the school website.

We will also make sure the following is adhered to:

- Ensure teachers and other critical members of staff are integral part of the safeguarding process
- Accept that safeguarding students is a priority for all members of staff
- Ensure all staff are fully trained to the possibility that a student is at risk of suffering harm and know the procedures to follow to report suspicions to the relevant agencies, in particular with reference to the online education and home-schooling context for UK based and International Students.
- Share our concerns with relevant agencies and keep records of our sharing of concerns
- Safeguard against instances of bullying and take steps to stop such bullying as soon as it has been brought to our attention

In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected or abused, we will follow the procedures set out by the statutory guidance for schools and colleges: Keeping children safe in education (September 2022), 'Working Together to Safeguard Children' Guidance July (2018), if we come into contact with alleged or suspected cases of child abuse.

This policy is based on KCSIE 2022 and any references to national guidance made within this document are in relation to the versions listed above. The school will always refer to the above statutory guidance as the benchmark for all safeguarding practice and decision making.

Internal documents:

- Behaviour Policy
- Digital Safety Policy
- Exclusion Policy
- Preventing Extremism and Radicalisation Policy
- Safer Recruitment Policy
- Staff Code of Conduct and Acceptable Use Policy
- Peer-to-Peer Abuse Policy
- Youth Produced Sexual imagery Policy

Safer recruitment

Our school prioritises embedding a culture of safer recruitment as part of our strategy for preventing harm to children. Statutory procedures for checking the suitability of staff and volunteers who work with children are always followed (see Safer Recruitment Policy).

Policy review

The school carries out an annual review of this policy. This includes an evaluation of the extent to which these policies have been effectively implemented throughout the school. The school will remedy any deficiencies or weaknesses in child protection arrangements without delay and without waiting for the next policy review date, should any be necessary. Staff are invited to contribute to

and shape safeguarding arrangements based on reflection and learning. Staff are invited to contribute to the review of this policy.

2. Key safeguarding facts

The safety and wellbeing of our pupils is our number one priority		
Safeguarding and promoting the welfare of children is everyone's responsibility	We operate within a culture of openness and recognise and accept that abuse can happen in any organisation	We are a 'sharing organisation' All concerns should be reported
All concerns about a child (including signs of abuse and neglect) must be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, to the Deputy Designated Safeguarding Lead (DDSL)		
In the event that a child is in immediate danger or at risk of harm, a referral should be made to Children's Social Care and/or the police immediately		
An allegation about another adult in school should be referred to the DSL	An allegation about the DSL should be referred to the CEO	Any concern or 'nagging doubt' about an adult or child should be sent to the DSL
This policy must be read alongside 'Keeping Children Safe in Education' – DFE Statutory Guidance		

3.Key people and contacts

School Contacts	
Designated Safeguarding Lead (DSL)	David McCarthy
Deputy Designated Safeguarding Lead (Deputy DSL)	Holly McKenna
Any other staff trained to DSL level	Melissa McBride
Wellbeing Lead	Holly McKenna
Prevent Lead	David McCarthy
CEO	Melissa McBride

Local Authority Contacts	
Our school follows the safeguarding protocols and procedures of our Safeguarding Partners	Westminster 02076414000 ChildrensServices@westminster.gov.uk RBKC 020 7361 3013 Rupinder.virdee@lbkc.gov.uk LBHF 020 8753 6600 Christine.mee@lbhf.gov.uk
Local authority Local authority children's social care referral team(s)	Bi-Borough Multi Agency Safeguarding Hub 020 764 7793
The Designated Officer for child protection (sometimes referred to as the LADO)	Kembra Healy 020 8753 5125 Kembra.healy@lbkc.gov.uk
Local authority Prevent Lead	Jake Butterworth Hammersmith and Fulham/RBKC 020 8753 5843 Jake.butterworth@lbhf.gov.uk

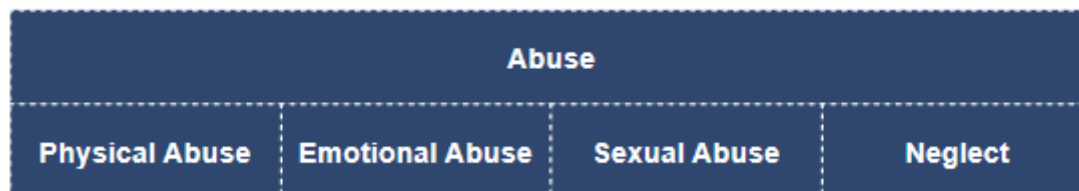
Police	
Local Police Emergency	999
Local Police non-emergency	101

Location of local authority safeguarding and child protection documents in school	
Local authority documents, e.g. thresholds, referral forms and related guidance can be found:	DoE Shared Drive (Secure)

National Contacts	
NSPCC 24/7 Helpline	Tel: 0808 800 5000 Email: help@nspcc.org.uk
NSPCC Text line	88858
NSPCC Child Line	Tel: 0800 1111
NSPCC FGM helpline	Tel: 0800 028 3550 Email: fgmhelp@nspcc.org.uk
NSPCC Whistleblowing helpline	Tel: 0800 028 0285 (8am – 8pm) Email: help@nspcc.org.uk
DfE Prevent helpline for schools & parents	Tel: 020 7340 7264 (non-emergency) Email: counter.extremism@education.gsi.gov.uk
The Lucy Faithfull Foundation (LFF)	Tel: 0800 1000 900 Email: help@stopitnow.org.uk www.parentsprotect.co.uk
National Bullying Helpline	Tel: 0845 22 55 787
UK Safer Internet Centre helpline for School Staff	Tel: 0844 381 4772 Email: helpline@saferinternet.org.uk
Internet Watch Foundation hotline for reporting criminal content	www.iwf.org.uk
Educate Against Hate	http://educateagainsthate.com

4. Types of abuse

The term 'abuse' is often used as an umbrella term. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Abuse and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.



Abuse

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

Domestic Abuse:

We are aware that living in a house of domestic abuse is frightening for a child. Children living in such an environment are likely to become victims of other abuses.

Where staff have suspicions, abuse is occurring in the home they will be watchful for signs of students:

- Becoming aggressive
- Displaying anti-social behaviour
- Suffering from depression or anxiety
- Failing performance at school
- Not delivering homework assignments

Where such concerns are noted, staff will refer their notes onto the DSL Team for review and further action.

During live online lessons, there may be background scenes viewed through the screen by the teachers which cause concern and these must be reported immediately to the DSL. Similarly, parents contributing to online lessons with Early Years pupils may witness, or understand in another language, that some form of abuse may be occurring in another household, and report this to the teacher. Any incident witnessed or discussed in this way must be reported immediately to the DSL.

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.

Signs of physical abuse can include:

- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen;
- Respiratory problems from drowning, suffocation or poisoning;
- Untreated or inadequately treated injuries;
- bruising which looks like hand or finger marks or caused by an implement;
- Cigarette burns, human bites; or
- Scarring, scalds and burns.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs of emotional abuse tend to be behavioural rather than physical (see below).

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.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Signs of sexual abuse displayed by children may include:

- Pregnancy
- Sexually transmitted infection/diseases;
- Pain/itching/bleeding/bruising/discharge to the genital area/anus/mouth;
- Urinary infections;
- Difficulty walking or sitting or standing;
- Persistent sore throats; or
- Stomach ache.

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, for example, 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.

Signs of possible neglect include:

- The child seems underweight or is very small for their age, or their weight deteriorates;
- The child seems very overweight for their age;
- They are poorly clothed, with inadequate protection from the weather;
- They are often absent from school for no apparent reason; or persistently arrive late; or
- They are regularly left alone, or in charge of younger brothers or sisters.

Child-on-child abuse

All staff must be alert to possible indicators of safeguarding concerns which may indicate child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying); (Physical bullying is very unlikely to happen in an online school, however, staff have to need to be vigilant with all types of cyber and online bullying) - **Medium Risk**
- Sexual violence and sexual harassment;(Physical sexual violence is very unlikely to happen in an online school, however, staff have to need to be vigilant with all types of child-on-child digital abuse that involves sexual harassment) - **Medium Risk**
- Sexting (also known as youth produced sexual imagery) - **Medium Risk**
- Initiation/hazing type violence and rituals - **Low risk**
- 'Upskirting' (Very unlikely that this is an issue in an online school. However, staff and students should be aware of this issue and educated in that this can occur in everyday life. Female students should be encouraged to inform their teacher if this has happened to them - **Low risk**
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; (Physical child-on-child abuse is very unlikely to happen in an online school, however, staff have to need to be vigilant with all types of child-on-child digital abuse) - **Low risk**

See separate policy on child-on-child abuse.

Honour Based Violence (HBV) (including Female Genital Mutilation (FGM), Forced Marriage (FM) and breast ironing)

HBV

HBV includes all incidents or crimes which have been committed to protect or defend the honour of the community and/or the family, and commonly involve practices such as FGM, forced marriage and/or breast ironing. Abuse often involves a wider network of family or community pressure and therefore it is important to be aware of this dynamic and consider risk factors when deciding on action. If staff have a concern that a child may be at risk of Honour Based Violence, they should alert their DSL immediately.

FGM - This is more difficult to spot in an online school.

FGM is abuse that encompasses all procedures involved in the partial or total removal of female external genitalia and is illegal in the UK. Whilst all staff should speak to the DSL (or deputy DSL) with regard to any concerns about FGM, there is a specific legal duty on teachers under the FGM Act (2003) to report FGM.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, it is mandatory that the teacher **must** report this to the police using the telephone number 101.

All our staff have received training on this.

According to the findings, approximately 103,000 women aged 15-49 were estimated to be at risk from FGM in England and Wales, with a further 24,000 women aged over 50. Nearly 10,000 girls aged 0-14 were also identified in England and Wales as being at risk of FGM at some point in their life.

Forced Marriage - This is more difficult to spot in an online school

Forcing a person into marriage is a crime in England and Wales. FM is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage. The FM Unit provides more guidance, which can be found [here](#). Multi-Agency guidelines, which focus on the role of schools, can be found [here](#).

All our staff have received training on this. Figures from the FMU, in 2018, the four countries with the largest number of cases where the forced marriage was due to take place, or where the spouse was currently residing (or both) were Pakistan (687 cases, 46%), Bangladesh (133 cases, 9%), India (85 cases, 6%) and Afghanistan (41 cases, 3%).

Breast ironing - This is more difficult to spot in an online school

Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear. It is typically carried out by the girl's mother, who will say she is trying to protect the girl from sexual harassment and rape to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue education, rather than be forced into early marriage.

This will be harder to see in our online school, as normally teachers can only see their faces. Teachers will need to be a bit more aware of female students if they come from countries where Breast ironing is practiced and more prominent: Cameroon, Benin, Ivory Coast, Chad, Guinea-Bissau, Kenya, Togo, Zimbabwe and Guinea-Conakry, especially if they are missing from school and you know they are travelling to these regions.

Prevent Duty

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach.

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

This is a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified.

- All staff complete Prevent training.
- We have in place and monitor appropriate web filtering systems so that students cannot view potentially extreme material.
- Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are susceptible to an extremist ideology and / or at risk of radicalisation

For a more detailed look – see our separate policy on Preventing Extremism and Radicalisation Policy

Behavioural signs of abuse and neglect

PLEASE NOTE:

- **Children may not feel ready to know how to tell someone they are be abused**
- **Domestic abuse can be psychological, physical, sexual, financial, or emotional**
(Keeping Children Safed in Education 2022)

If a child is being abused, their behaviour may change in a number of ways. For example, they may:

- Behave aggressively or be disruptive, act out, demand attention and require more discipline than other children;
- Become angry or disinterested and/or show little creativity;
- Seem frightened of certain adults;
- Become sad, withdrawn or depressed;
- Have trouble sleeping;
- Become sexually active at a young age;
- Exhibit inappropriate sexual knowledge for their age or sexualised behaviour in their play with other children;
- Refuse to change for gym or participate in physical activities;
- Develop eating disorders;
- Self-harm;
- Refuse to attend school or run away from home;
- Lack confidence or have low self-esteem; or
- Use drugs or alcohol.

At a most basic level teachers need to inform the DSL or the Deputy DSL by e-mail, if they notice a pattern of signs that include:

- Poor attendance
- Change in behaviour
- Health or emotional health concerns
- Bullying

Students missing sessions:

We place great importance on student attendance at Sophia High and take students missing sessions with great seriousness. We recognise that all children are entitled to a full education. But that a child going missing from education is a potential red flag for abuse or neglect.

We ensure our staff are watchful for the following signs

- Students cease to attend, not due to exclusion
- Students do not attend, and no medical reason is given

As part of our duty of care we will:

- Ensure absence reference is cross referenced with risk assessments for children
- Ensure staff are trained on the warning signs to ensure timely and accurate victim identification

These concerns will then be recorded by the DSL and the Deputy DSL in the Safeguarding Concerns spreadsheet. They will also be discussed in the next staff meeting with all the teachers.

Children with Special Educational Needs and/or Disabilities

Children with special educational needs (SEN) and/or disabilities are statistically more vulnerable to child abuse, including child-on-child abuse. Additional barriers can exist when recognising abuse and neglect in this group of children. These include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these challenges.

Signs of abuse or neglect manifested by the parents or other responsible adult

- places unrealistic expectations on the child i.e. demands a level of academic or physical performance of which they are not capable;
- offers conflicting or unconvincing explanation of any injuries to the child;
- appears indifferent to, or overtly rejects, the child;
- denies existence of or blames the child for the child's problems at home or at school;
- sees and describes the child as entirely worthless, burdensome or in another negative light;
- refuses offer of help for the child's problems; or
- is isolated physically/emotionally.

Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female, of any gender identity. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse. The signs of grooming are not always obvious. Groomers will also go to great lengths not to be identified.

Children may:

-
- be very secretive, including about what they are doing online;
 - have older boyfriends or girlfriends;
 - go to unusual places to meet friends;
 - have new things such as clothes or mobile phones that they can't or won't explain;
 - have access to drugs and alcohol;
 - go missing from home or school;
 - display behavioural changes;
 - have sexual health issues; or
 - present as suicidal, self/harming, feeling depressed, unworthy.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age. See the [NSPCC](#) website for further information about grooming.

Signs of grooming and/or online abuse

A child may be experiencing abuse online if they:

- spend lots, much more, or much less time online, texting, gaming or using social media;
- are withdrawn, upset or outraged after using the internet or texting;
- are secretive about who they're talking to and what they're doing online or on their mobile phone; and/or
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Signs of grooming manifested by sex offenders

It is important to remember that not all sex offenders will exhibit the signs listed below and if an individual exhibits some or all of these signs, it does not mean that they are a sex offender:

- Overly affectionate behaviour with a child;
- Affording special attention or preferential treatment to a child;
- Excessive time spent alone with a child outside of the classroom/school;
- Frequently spending time with a child in private or isolated areas;
- Transporting a child to or from the school;
- Making friends with a child's parents and visiting their home;
- Acting as a particular child's confidante;
- Giving small gifts, money, toys, cards, letters to a child;
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a child; and/or
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a child.

Modus operandi of institutional grooming

- Target vulnerable victim: Perpetrators target victims who are vulnerable, isolated, and insecure and/or have greater emotional needs.
- Gain victim's trust: Offenders may allow a child to do something (e.g. eat ice cream, stay up late, view pornography) which is not normally permitted by the child's parents or the school in order to foster secrecy.

- Gain the trust of others: Institutional offenders are often popular with children and parents, successfully grooming not only the victim but also other members of the victim's family and the community at large.
- Filling a need/becoming more important to the child: This can involve giving gifts, rewards, additional help or advice, favouritism, special attention and/or opportunities for special trips or outings.
- Isolating the child: The perpetrator may encourage dependency and subtly undermine the victim's other relationships with friends or family members.
- Sexualising the relationship: This can involve playful touches, tickling and hugs. It may involve adult jokes and innuendo or talking as if adults, for example about marital problems or conflicts.
- Maintaining control and secrecy: Offenders may use their professional position to make a child believe that they have no choice but to submit to the offender.

Signs of grooming for radicalisation

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase their risk of being groomed in this way. Signs of vulnerability include:

- Underachievement;
- Being in possession of extremist literature;
- Poverty;
- Social exclusion;
- Traumatic events;
- Global or national events;
- Religious conversion;
- Change in behaviour;
- Extremist influences;
- Conflict with family over lifestyle;
- Confused identity;
- Victim or witness to race or hate crimes; and
- Rejection by peers, family, social groups.

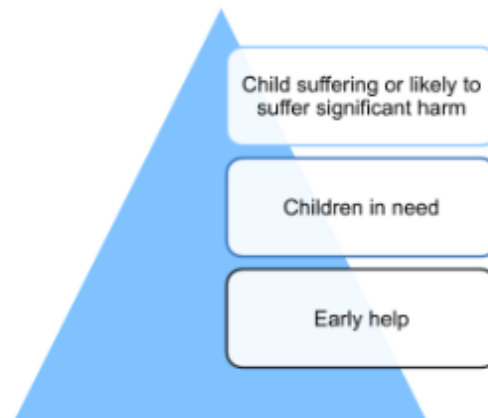
Child Criminal Exploitation - County Lines: This is more difficult to spot in an online school

A geographically widespread form of harm that is a typical feature of county lines criminal activity is the criminal exploitation of children and young people. This is usually through engaging them into gangs and using them to carry money or drugs from urban areas to suburban and rural areas, market and seaside towns. All staff should be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime. These can include increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm or a significant change in wellbeing; or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. More information can be found in KCSIE (2021), in the Home Office's 'Preventing youth violence and gang Involvement' and its 'Criminal exploitation of children and vulnerable adults: county lines Guidance'. 46,000. Children as young as six are being forced to carry and sell drugs far away from their homes. They are made to skip school, sleep in drug dens, keep secrets from their loved ones. They are treated as criminals when they often feel trapped in a hopeless situation. 46,000 children in England are thought to be involved in gangs. There are likely many more.

5. Stages of child protection

The school can use a range of arrangements, depending on the information available. The school will always work cooperatively with external agencies, including the local authority and the police.

The diagram opposite outlines the hierarchy of these approaches.



Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, the police) is made immediately by the DSL, who should follow the local authority's referral process. If the DSL is not available then there should be no delay in the school making a referral.

Early Help

If early help is appropriate, the DSL or DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to Local authority children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child; and/or
- has already identified as being LGBT+ or is beginning to identify as LGBT+.

Children in Need

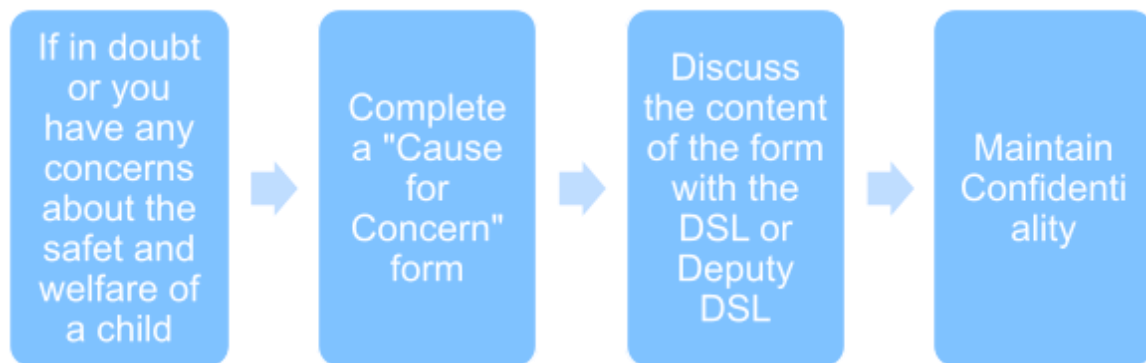
A Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. A child who is deemed to be a Child in Need will have been assessed by Local authority children's social care under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra- familial threats like radicalisation and sexual exploitation. Should an investigation occur, then the school's involvement and any action may be determined on the advice given by the investigating agency.

What to do if you have a concern about a child

This should be read alongside KCSIE (statutory guidance) – Part One and Annex A.



Safeguarding and promoting the welfare of children is everyone's responsibility (KCSIE 2021). All staff should know what to do when a child discloses abuse to them, they have concerns about a child's welfare, or when children or staff raise concerns about a pupil to them.

If a child tells a member of staff that they know about or have been a victim of abuse or neglect the member of staff should:

- Listen carefully and allow the child to speak freely and remain calm. Do not interrupt the child or be afraid of silences.

-
- Provide reassuring nods and words such as, "I am so sorry this has happened", "You are doing the right thing in talking to me". Avoid saying things like, "I wish you had told me about this earlier" or "I cannot believe what I am hearing". Questioning of the child about what they are saying should not be extensive, as partner agencies will lead any investigation. However, a context around what the child has said should always be sought prior to any referral being made to partner agencies. This should be done by the DSL or DDSL, depending on who obtained the initial disclosure i.e., if a member of teaching staff receives a disclosure or has a concern, the DSL should then also speak to the child, either to corroborate the child's account or to gain further context. Limit questioning to the minimum necessary for clarification using What, When, How and Where, but avoid leading questions such as, "Has this happened to your siblings?" Do not use questions beginning with Why as this can apportion feelings of guilt within a child.
 - If the child discloses abuse, it is appropriate to ask whether any other adults were present and observed the abuse and whether the abuse has happened before.
 - At an appropriate time, tell the child that the matter will be referred in confidence, always using language that is appropriate to the age and stage of development of the child, allowing for their individual need.
 - Tell the child what will happen next. The child may want to accompany you to see the DSL, otherwise let the child know that someone will come to see them before the end of the day.

Recording

Staff should make a written record of the conversation with the child as soon as possible, using a 'Cause for Concern Form'. Staff should use the specific words that the child used (e.g., if referring to parts of their body), indicating these by using "speech marks/inverted commas".

Any concerns should immediately be brought to the attention of the Safeguarding Lead or the Deputy Safeguarding lead. Allegations of child abuse must take top priority and be referred immediately to the above mentioned.

The Safeguarding Lead or the Deputy Safeguarding lead, alongside the Head of Technology, will then arrange for the following files to be obtained from the Google Classroom Environment.

- Any documents, email or files including chat transcripts
- Lesson recording

Parents will be contacted should there be an incident. Any allegations of child abuse will be immediately be reported to the parents within 24 hours. Our staff must be mindful that an innocent action can be misinterpreted, and staff must take steps to protect themselves from any allegations. For the protection of the staff and students all lessons are recorded and stored electronically. These recordings will be used during any investigation

Making referrals to statutory agencies if a child is thought to be at risk of harm

When a child is thought to be at risk of harm or is likely to be at risk of harm (see above), a referral should be made immediately to Local authority children's social care or the police if a criminal act is thought to have occurred. Whilst it is the role of the DSL, any member of staff can make a referral to Local authority children's social care or the police and there should be no delay. The school does not require parental consent for referrals to be made to statutory agencies. Consent to do this must not be obtained from the parents if to gain consent would put the child's safety at risk or to do so could jeopardise any investigation by partner agencies (WTSC 2018).

Whilst the above procedures are clear in the UK. They are certainly unclear in areas of the world where there is less of a culture of safe-guarding. We have taken advice from the International [Child Safeguarding Standards](#):

Reporting abuse of children in their community

Abuse arising within the community may not be due to your organisation's programmes or operations. However, your organisation still has a responsibility to report on suspected or actual child abuse taking place. This should be reported to the formal authorities or, where they are weak or corrupt, to organisations that are able to deal with cases appropriately. The reporting process will need to be decided at a local level and advice and guidance must be sought to ensure that children and their families are not put at further risk or made vulnerable by the very action of reporting harm and/or abuse.

Sophia High uses the Child Helpline International database if we need to reach out to international agencies if we have major safeguarding concerns involving our international students. As a global network Child Helpline International shares research/data, knowledge and experiences to enhance the quality of response to children and young people in need of protection, support and guidance and to advocate for their rights.

<https://childhelplineinternational.org/helplines/>

Our research has indicated we can get help from: (Currently, we have students from)

UAE (Dubai and Abu Dhabi)

You can report child abuse to MoI through the hotline number 116111 or through the [Mol's Child Protection Centre's website](#) and the 'Hemayati' (Arabic for protect me) app (available on [Android](#) and [iOS](#)).

Other channels:

<https://u.ae/en/information-and-services/justice-safety-and-the-law/children-safety/report-child-abuse>

Involvement of outside agencies:

Dubai Foundation for Women and Children (DFWAC). This is the first licensed non-profit shelter in the UAE for women and children who are victims of domestic violence, child abuse and human trafficking. It was established in July 2007 by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, to offer victims immediate protection and support services in accordance with international human rights obligations. The Foundation provides a helpline, emergency shelter, and support services to women and children victims. DFWAC aims to protect physically, sexually and emotionally abused women and children, prevent ongoing abuse and the escalation of violence and promote social awareness through education and outreach. DFWAC provides:

- A safe shelter
- Case management
- Medical care
- Psychological support

-
- Counselling
 - Legal, consular and immigration assistance²⁹
 - Helpline 800 111 or email help@dfwac.ae
 - Website – www.dfwac.ae

Dubai Police Human Rights Department 24/7 Duty Officer 056 6862121 Latifa
Hospital Child Welfare Unit
Tel: 04 2193000
Fax: 04 3241717
PO Box 4115 Dubai, UAE
Working Hours: 24 Hours
Community Development Authority (Centre)

Any child in Dubai who needs help, protection from abuse, or advice can pick up the phone and dial 800-988 any time. Four social workers and psychologists at the Child Protection Centre in Al Barsha are on standby to assist residents under 18 years of age to ensure their rights are protected and upheld. The recently opened centre under the Community Development Authority (CDA) is part of CDA's comprehensive strategy to make Dubai the most secure and ideal environment for children to live. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need. Al Ameen Reporting (Dubai & Federal Police) The Al Ameen Service officially launched in September 2003. Using this service, the people of Dubai can communicate confidentially with the authorities to keep abreast of developments in Dubai, and on issues that concern them. www.alameen.ae/en

Saudi Arabia:

Protecting children from violence: <https://www.my.gov.sa/wps/portal/snp/careaboutyou/childrights>

Europe/Portugal:

The Council of Europe Strategy for the Rights of the Child (2016-2021) calls on States to uphold the human rights of children by protecting them from all forms of violence and discrimination, respecting their right to education and encouraging child participation
<https://rm.coe.int/090000168098c6cf>

Maldives:

<https://www.unicef.org/maldives/what-we-do/child-protection>

<https://www.unicef.org/maldives/press-releases/launching-1412-call-centre-ahan-mobile-application-report-violence-against-children>

If a child has unmet needs

When a child is not considered at risk of harm, but still has unmet needs that could mean that they are a Child in Need (see above), a referral should be made to Local authority children's social care via the local authority process. The school does not require parental consent for referrals to be made to statutory agencies in these circumstances, however, it is best practice that these concerns should be discussed with the parents and any subsequent referral made transparently with the parent's knowledge.

Confidentiality

Staff should never guarantee confidentiality to pupils or adults wishing to tell them about something serious, as this may ultimately not be in the best interests of the child. They should guarantee that they will not tell anyone who does not have a clear need to know and that they will pass on information in confidence only to the people who must be told in order to ensure their safety.

Passing on safeguarding records when a child leaves the school

Information sharing is vital in identifying and tackling all forms of abuse. When a child leaves the school, it is the responsibility of the DSL/Admissions Team to ensure that a copy of their safeguarding records is transferred securely and confidentially to the new school. Before transferring, the DSL/Admissions Team will arrange a telephone call with the receiving school.

Following the conversation, they will arrange for the secure transfer of documentation. Confirmation of the receipt of the documentation should be retained with safeguarding records. A safeguarding record must be transferred separately from the main pupil file.

Whilst data protection legislation places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure; this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving, for example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

7. Whistleblowing

All adults have a responsibility to report any concerns about poor or unsafe practice, including in relation to the care and protection of a pupil or pupils. If a member of staff believes that best practice in this area is not being adhered to or that practice may put a pupil or pupils at risk, they should:

Report any concern to the CEO

If the concern relates to the CEO, they should:

Report the concern to the Executive Director

Concerns raised under this Whistleblowing Policy are distinct from concerns or allegations about an adult's suitability to work with or have access to children.

No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice, provided that they do so in good faith and follow the whistleblowing procedures.

Where an adult feels unable to raise a concern about poor safeguarding practice within Sophia through the above options or where they feel that their concern is not being addressed, they can raise their concern externally using either of the routes below:

- Government guidance can be found [here](#).
- The [NSPCC whistleblowing helpline](#) is available for adults who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – lines are available from 8:00am to 8:00pm, Monday to Friday, or email: help@nspcc.org.uk

For a more detailed look at whistleblowing – see Whistleblowing policy

8. The role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is the senior member of staff responsible for leading safeguarding in the school (including online safety). The DSL must be a member of the school leadership team. The DSL takes the lead responsibility for safeguarding and child protection in the school and their job description explicitly reflects this.

Deputy DSL

The school can appoint a number of Deputy DSLs. Their role is to support the DSL in their safeguarding role. Whilst the activities of the DSL can be delegated to DDSLs, the ultimate lead responsibility for child protection must remain with the DSL, and this lead responsibility must not be delegated. The Deputy DSLs are trained to the same level as the DSL and their duties of the Deputy DSLs are reflected explicitly in their job descriptions.

Inter-agency working

The DSL and Deputy DSLs liaise with the local authority and work in partnership with other agencies in the best interests of children in the school. See above for Safeguarding Partners and KCSIE (2021).

Support for DSL

The DSL is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in Strategy Discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

There are 4 key elements to the DSL role. They will:

- Manage referrals
- Work with others
- Train
- Raise awareness

Manage referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority Local authority children's social care as required;
- support staff who make referrals to local authority Local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required (in collaboration with HR team); and
- refer cases where a crime may have been committed to the police as required.

Work with others

The DSL is expected to:

- liaise with the CEO to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the Executive Officer (in relation to allegations against adults) and the Designated Officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out their role, including inter-agency working. This training must be updated at least every two years. The DSL should undertake additional Prevent awareness training to the government Prevent training that all school staff undertake.

In addition to the formal training set out above, the DSLs knowledge and skills should be refreshed via informal updates (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority Local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- 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;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise awareness The DSL should:

- ensure the school's safeguarding and child protection policies are known, understood and used appropriately;
- ensure the school's Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietor regarding this;
- ensure the Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals to Local authority children's social care or the police about suspected abuse or neglect may be made and the role of the school in this; and
- link with the local Safeguarding Partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Safeguarding Files

As stated above, where children leave the school, DSLs should ensure a copy of their Safeguarding File is transferred to the new school or college as soon as possible. This file should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff, such as DSLs and SENCOs, are aware as required.

In addition to the Safeguarding File, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. This should be done with the parent's knowledge, unless to do so would place a child or parent at heightened risk.

Availability

During term time the DSL (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) will normally be available in person, the CEO will define what "available" means and whether in exceptional circumstances availability via phone and/or Skype or other such media is acceptable. It is the responsibility of the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Online Safety

Technology often provides the platform that may facilitate harm. DSLs are responsible for overseeing online safety in schools and should raise awareness in the staff group accordingly, including but not limited to, child sexual exploitation, radicalisation and sexual predation. The school will protect and educate the school community in their use of technology and has mechanisms to identify, intervene in, and escalate any incident, where appropriate.

There are three main areas of risk:

Content: being exposed to illegal, inappropriate or harmful material.

Contact: being subjected to harmful online interaction with other users.

Conduct: personal online behaviour that increases the likelihood of (or causes) harm; for example, the making, sending and receiving of explicit images, or online bullying.

More information can be found [here](#) and on page 98 of KCSIE 2022. + Also see our new Online Safety Policy for more detail.

9. Responsibilities of the proprietor

Sophia is the proprietor of the school. As proprietor, Sophia will comply with all duties under legislation and will always take into account statutory guidance, ensuring that all policies, procedures and training are effective and comply with the law at the time.

It is the responsibility of the proprietor to:

- Ensure that all staff read at least Part One of KCSIE;
- Ensure that staff working with children will also read KCSIE Annex A;
- Ensure that all staff follow the requirements of this Safeguarding and Child Protection Policy and Procedure;
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities, as set out in Part One of KCSIE;
- Designate a senior board member to take leadership responsibility for safeguarding arrangements;
- Ensure that all safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency procedures set up by the Safeguarding Partners;
- Ensure that appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- Ensure that each school works in line with local inter-agency procedures;
- Ensure that the Safeguarding Policy is updated annually and made available via the school website;
- Provide a Staff Code of Conduct and Acceptable Use Policy;
- Ensure that all responsibilities regarding Children Missing from Education* are followed, using Children Missing Education Statutory Guidance (Sep 2016);
- Instruct schools to hold more than one contact number for each child, where possible;
- Ensure that schools report to their local authority the removal of a child from the school roll in line with statutory and local authority guidance;
- Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction – this must be in line with advice from Safeguarding Partners;
- Recognise the expertise staff build by undertaking safeguarding training and managing concerns on a daily basis;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Ensure that children are taught about safeguarding, including online safety.

The proprietor ensures that an annual review of safeguarding arrangements is conducted. This includes a written report which is presented to the Sophia Board.

Members of the proprietorial team working in a governance and oversight role (e.g. Directors of Education) will undertake DSL level training, induction and training.

10. Induction

At the point of induction, all staff must be provided with, should read and should be trained in:

- KCSIE 2022 – Part One and Annex A; In addition, from September 2021, there are two other sections that staff need to be aware of). I don't think they necessarily need to be asked to read the whole of each of these two sections; it would better to inform them in a CPD session or other staff meeting. Part Four - Low level concerns about staff conduct + Part Five - Sexual violence and sexual harassment
- The Safeguarding and Child Protection Policy and Procedure, including whistleblowing;
- Staff Code of Conduct and Acceptable Use of IT Policy (including staff/pupil relationships and communications);
- Digital Safety Policy (including use of social media);
- Children Missing from Education Policy
- Behaviour Policy
- Preventing Extremism and Radicalisation Policy.
- Child-on-Child Policy
- Youth Produced Sexual Imagery Policy

At the point of induction, new staff must be informed of the names and role of the Designated Safeguarding Lead and Deputies.

11. Training

Staff employed in school

All staff employed in school should receive annual safeguarding and child protection training, usually at the commencement of the academic year. Staff should also receive safeguarding and child protection updates regularly throughout the year, provided by the DSL, in order to provide them with relevant skills and knowledge to safeguard children effectively, for example, learning about the topics in Annex A (KSCIE 2022).

Third-party contractors

It is good practice for those employed as third-party contractors who work regularly in school with the opportunity for contact with pupils to have basic safeguarding training, at a level appropriate to their role.

Teaching about safeguarding

The school is committed to proactively teaching children about safeguarding, including online safety, as part of our approach to offering a broad and balanced curriculum. Through ongoing work with the children, we aim to build resilience so that every child knows that we are a 'telling school', and that speaking up about any concern is valued and actively promoted. This includes raising a concern about themselves or about another.

Safeguarding is taught in the following way:

At Sophia High School we actively promote the view that children should feel able to raise any concerns that they may have. This includes when they have a concern about a friend or peer. We ensure that all children know how to raise a concern through guidance by their class teacher.

Every Google Classroom contains posters, which students can easily access concerning safeguarding matters. These will contain telephone numbers that the children can ring if they are in need of any safeguarding guidance or help.

At Sophia High School we encourage all children to have an open dialogue with their class teacher in order to discuss any issues of concern to them. Relationship issues are discussed in weekly PSHE lessons and form time.

We actively promote the view that children should feel able to raise any concerns that they may have. This includes when they have a concern about a friend or peer. We ensure that children know how to raise a concern through discussion in PSHE lessons and assemblies.

Early Years pupils have weekly PSHE lessons where we discuss emotions of self, emotions in others, friendships, and family relationships. During these lessons an emphasis is placed on feeling comfortable and safe in all situations. We teach our young learners what to say and do if they feel uncomfortable, that they can say "no" to physical contact, that specific parts of their body are private and for themselves only to view and touch, and also support their developing confidence to talk about things which make them uncomfortable with a safe adult. Students also complete the IPC module Learning g Effectively Online at the beginning of each academic year.

12. Online safety

As a full time, online school that educates our students via a virtual learning environment, it is essential that children are safeguarded from potentially harmful and inappropriate online material.

As such, governing bodies should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies to keep children safe online (including when they are online at home) is provided in Annex D - of 'Keeping Children Safe in Education' September 2021.

In line with Government views, we do not believe live lessons pose additional safeguarding risks and can actually bring many benefits, including improved student engagement. The following are in place to support keeping children safe when learning online during live lessons.

We:

- use neutral or plain backgrounds when teaching live online lessons
- use a safe and highly secure platform, Google for Education, for the delivery of live lessons and sessions are recorded for safeguarding purposes
- ensure appropriate privacy settings are in place
- ensure staff understand and know how to set up and apply controls relating to pupil and student interactions, including microphones, cameras, chat functions and breakout rooms
- set up lessons with password protection and ensure passwords are kept securely and not shared through Google Classroom.
- ensure that risk assessments for online live lessons is in place and reviewed by the senior leadership team annually
- ensure all staff, pupils, students, parents and carers have a clear understanding of expectations around behaviour and participation -See Digital Agreements for each Key stage.
- We record and share lessons in Google Classroom

Further Guidance from the Government:

- [guidance from the UK Safer Internet Centre on safe remote learning](#) which includes detailed advice on live, online teaching
- the [safeguarding guidance from London grid for learning](#) (LGfL) includes platform-specific advice
- [The Key](#) provides detailed advice including a sample risk assessment for planning live lessons
- [SWGfL](#), using insight from the professional's helpline provides advice on cameras on or off and recording lessons

Where children are learning online at home the DfE has provided advice to support schools to do so safely: [safeguarding-and-remote-education](#).

All staff are aware of the school's policy relating to acceptable use of ICT and expectations relating to:

- Creating a safer online learning environment,
- Giving everyone the skills, knowledge and understanding to help children stay safe online, question the information they are accessing and support the development of critical thinking, Inspiring safe and responsible use of mobile technologies, to combat behaviours online which may make students vulnerable, including sexting (youth-produced sexual imagery),
- Use of mobile technology both within school and during educational visits,

-
- Use of camera equipment, including smart phones,
 - What steps to take if there are concerns and where to go for help
 - Staff use of social media

Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or through coercion.

Students, staff and parents/carers are supported to understand the risks posed by:

- the CONTENT accessed by students
- their CONDUCT on-line
- and who they have CONTACT with in the digital world Online safety

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

All staff should be aware of the risks posed to children by technology and the internet and should understand their role in preventing, identifying and responding to harm caused by its use.

All staff should be familiar with the school's Health and Safety and Digital Safety Policy, which sets out the school's approach to online safety in further detail, as well as the school's Youth Produced Sexual Imagery Policy.

All staff should be provided with training specific to the safeguarding issues which are likely to be encountered or children are at risk of when attending an online schooling environment.

Youth produced sexual imagery/'Sexting'

For further information - see our new Youth Produced Sexual Imagery Policy.

Whilst many professionals refer to the issue as 'sexting', there is no clear definition of 'sexting'. According to research, many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.' Yet, recent NSPCC research has revealed that when children are asked

'What does sexting mean to you?' They are more likely to interpret sexting as 'writing and sharing explicit messages with people they know.' Similarly, a recent ChildLine survey has revealed that many parents think of sexting as flirty or sexual text messages, rather than images.

This policy only covers the sharing of sexual imagery by children. Possessing, creating, sharing and distributing sexual photos and videos of under-18s is illegal, and therefore causes the greatest complexity for schools (amongst other agencies) when responding. It also presents a range of risks which need careful management. On this basis, this policy introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting'.² This is to ensure clarity about the issues this advice addresses.

What is youth produced sexual imagery?

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

- 'Youth produced' includes children sharing images that they, or another child, have created of themselves.
- 'Sexual' is clearer than 'indecent'. A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy).

What types of incidents are covered by this policy?

Yes:

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

No:

- The sharing of sexual imagery of children by adults as this constitutes child sexual abuse and schools should always inform the police.
- Children sharing adult pornography or exchanging sexual texts which do not contain imagery³.
- Sexual imagery downloaded from the internet by a child⁴.
- Sexual imagery downloaded from the internet by a child and shared with a peer (also under the age of 18) or an adult⁵.

¹ For the purposes of this policy, 'child', 'youth' and 'young person' refers to anyone under the age of 18; 'adult' refers to anyone aged 18 or over

² This is in accordance with the new advice *Sexting in schools and colleges: responding to incidents and safeguarding young people*, which has been published by the UK Council for Child Internet Safety

³ All such incidents should be responded to with reference to the school's Online Safety Policy, and in line with the school's Safeguarding Policy

⁴ As above

⁵ As above

Disclosure

All members of staff (including non-teaching staff) should be aware of how to recognise and refer any disclosure of incidents involving youth produced sexual imagery. This will be covered within staff training. Disclosure about youth produced sexual imagery can happen in a variety of ways. The child affected may inform a class teacher, the DSL in school, or any member of the school staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school or colleague, or inform the police directly.

Any direct disclosure by a child should be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Handling incidents

All incidents involving youth produced sexual imagery should be responded to in line with this policy. When an incident involving youth produced sexual imagery comes to a member of staff's attention:

- The incident should be referred to the DSL as soon as possible;
- The DSL should hold an initial review meeting with appropriate school staff;
- The DSL will follow the procedures and guidance set out in [‘Sexting in schools and colleges: responding to incidents and safeguarding young people’](#);
- There should be interviews with the children involved (if appropriate);
- Parents of each child should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at greater risk of harm and jeopardise any police/social care investigation; and
- At any point in the process, if there is a concern that a child has been harmed or is at risk of harm, a referral should be made to Children's Social Care and/or the police immediately.

Breach of Online Safety/Digital Safety Agreements – Offensive/inappropriate work found in pupil materials

In the case of offensive/inappropriate items being found on pupil materials (Jamboard, Google Classrooms etc.) by a parent or member of SHS, the following procedures are to be followed.

If a parent finds it and complains, then send a screenshot/link to the offence to CEO/Leadership/IT immediately then telephone the parent to say it is being dealt with as the highest priority.

1. If staff find it, send a screenshot/link to the offence to CEO/Leadership/IT immediately.
2. Items recorded and removed.
3. Parents called by Leadership to discuss the situation, actions to be taken and that there will be an email follow up to the concern.
4. IT will use the Google tools to see which email address has been used to produce the items, where the IP address shows the content was created, and create a record of the creation of the items.
5. CEO/DoE will liaise with any staff involved in the finding of the items to explore any history with students/families which may be relevant.
6. Cancel student email account and re-set. Email out details of new account to family.
7. Email sent to parents outlining what has happened and how to move forward.
8. Email content

Dear NAME,

We would like to inform you that there has been an inappropriate item found amongst the digital tools that your child uses at Sophia.

Events of this nature are distressing for all involved and we wish to reassure you that we have installed the highest level of security in our system here at Sophia.

Our initial investigation shows the following details:

DETAILS FROM GOOGLE REPORT

The IP address shows that this was through XXX email account and the physical location is XXX.

I have attached the CSV file and screenshot of our initial Google security search which shows these full details.

I now broach the very difficult subject of who has created and added to these files. You may wish to access the browser history on your computers for these dates and times to identify where these items came from. If they originated from within your household then I feel that a family discussion is needed, to discuss how these items came to be added to xx's Sophia High work.

I am happy to reach out to support you with this difficult conversation, if you wish.

As part of our Learning Effectively Online unit, which we begin the year with, we discuss appropriate use of the internet, access to appropriate material online, and keeping your Sophia email account safe. As part of the digital age

which we now all live in, the digital footsteps that we take are recorded in many places, and it is always possible to see where we have been browsing and what we have been downloading. It is important for us all to know and remember this.

Our IT team will continue to look into this as we seek to reassure you that no breach of Sophia online security has been made.

We have taken immediate action to cancel your email account with Sophia and a new one is being created. Details will be sent to you as soon as possible. Please join the network with the new details and create a totally new password. Please be reminded to never share your passwords or use ones that work across multiple accounts.

As part of your enrolment agreement with Sophia, you and your child signed a Digital Safety Agreement. To break this agreement does have serious consequences, and so the action we are considering taking at this time are XXXXXX.

Please do not hesitate to reach out to me to discuss what our findings are at this stage, how we will move forward, or if you have any other urgent matters at this time.

Kind regards

Follow up call with parents to check they understand the issue, the findings of the digital report, what actions have been taken by Sophia and what further actions will be taken as they have broken the Digital Safety Agreement.

Any further follow up must be recorded and sent to the CEO.

13 Mental Health

1 Definition

Mental Health is defined as a 'state of wellbeing in which every individual recognises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community' (World Health Organisation). Wellbeing is defined as the sense of feeling content: socially, emotionally, and physically flourishing.

2 Core Principals

In our school, we follow these important safeguarding and wellbeing principles:

- The best interests of children must come first;
- If anyone has a concern about any child, including in relation to their emotional wellbeing/ Mental health, they should act on it immediately by informing their DSL and Wellbeing Lead;
- A DSL or DDSL must be available and contactable during school hours in term time;
- Children's wellbeing should be promoted when they are learning online, in school or at home; and
- We will have regard to the statutory safeguarding guidance: Keeping Children safe in Education (2020).

This states that:

- Mental health issues in children can be linked to exploitation, abuse, or neglect in certain circumstances
- Only trained professionals can give a diagnosis of mental health issues, but that school staff are able to observe children and spot changes that could indicate deeper problems.
- School staff should be aware of how traumatic experiences in a child's past can affect their present behaviour, mental health, and overall education.
- Any concerns about the mental wellbeing of a child should be raised in line with existing child line policies and they should also speak to the DSL.

All current staff at Sophia High school complete Children's Mental Health Training.

3 Rationale

- Wellbeing is a global issue linked to the increasing prevalence of mental health concerns (Mental Health Foundation).
- One in eight children aged 5-19 have at least one mental health disorder (Mental Health Foundation).
- Suicide is the second leading cause of mortality in 15-19-year-olds (Mental Health Foundation).
- More than 80% of the world's adolescent population is insufficiently active (World Health Organisation).

Evidence supports that a proactive focus on wellbeing impacts positively on personal development and academic success, with the aim of equipping all young people to understand and self-regulate their own wellbeing (Organisation for Economic Co-operation and Development, International Positive Psychology Association).

At Sophia High School, we are committed to 'Providing an inspiring world of education: building self-belief and empowering individuals to succeed'. This means that we want each student to flourish, aspire, fulfil their dreams and, most importantly, be comfortable with who they are. Ensuring that our students develop as well-rounded individuals takes intentional effort and does not happen by chance. For this reason, we place a high emphasis on creating the right climate within each school and proactively teaching students about wellbeing.

We believe that academic outcomes and pastoral care are interrelated and complementary. We wish for our students to be healthy and well-rounded individuals; able to inter-relate with others; to make sound life choices; to engage and make a positive difference; and be prepared for whatever they wish for in their future. Within Sophia High School, we see health in its broadest sense - including physical and mental health, with these being inter-related. Our over-riding approach to mental health and wellbeing is positive and proactive.

4 A whole school approach

It is critical to have a whole school approach to mental health and wellbeing. This means that we:

- have a culture and environment that promotes positive mental health and wellbeing;
- raise awareness of emotional wellbeing and mental health issues, and reduce stigma;
- ensure that all school staff know every child and young person in the round, including their mental health;
- upskill staff so they can respond to children and young people's mental health needs should they arise;
- identify the mental health needs within the school;
- implement both targeted and school-wide interventions to help students build resilience and support their wellbeing
- make sure that students and their parents/carers are aware of, and able to access, a range of mental health interventions;
- are committed to student and parent participation in decision making;
- support staff to have positive wellbeing themselves;
- deliver high quality teaching to students around mental health and wellbeing; and
- align and link wellbeing strategies to existing policies and procedures.

There is a logical link between safeguarding and mental health. With regards to safeguarding, it is incumbent upon us all to ensure that we:

- protect children from maltreatment;
- prevent impairment of children's mental and physical health or development;
- ensure that children grow up in circumstances consistent with the provision of safe and effective care; and
- take action to enable all children to have the best outcomes.

Whilst only appropriately and medically trained professionals should attempt to make a

diagnosis of a mental health problem, all staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child, they will speak to the Designated Safeguarding Lead (DSL) and Wellbeing Lead. Should there also be safeguarding concerns about the child, then appropriate decisions will be made to safeguard the child by the DSL. Likewise, if there are safeguarding concerns about any child, consideration about how this may be impacting on the child's emotional wellbeing will be taken into consideration, support offered, and interventions put in place, where appropriate.

Durin Safeguarding Meetings will still take place a twice per term, if there is a new concern about deteriorating wellbeing or mental health for a child, this will be discussed. Clear actions for intervention will be decided, working in partnership with the parents/external agencies if involved. These interventions will be reviewed at every subsequent meeting, or before as the need arises, as is often the case with children who are experiencing poor or deteriorating mental health.

5 Identifying vulnerable children

We recognise that we have a pivotal role to play in building children and young people's resilience, fostering their emotional wellbeing, and supporting them to have good mental health. We know that all children and young people need to have opportunities to talk to school staff about how they are feeling and what may be troubling them. Our staff understand that the 'contextual safeguarding model' and knowing about the 'bigger picture' of children and young people's lives including their family circumstances, will help them identify any social, emotional and mental health needs.

All staff employed at Sophia High School have an awareness of the early indicators of poor emotional wellbeing, and know that certain children, young people and families are more likely to be at risk of having poor emotional wellbeing. The risks can relate to their community, life events, their family, the child themselves and/or another factor.

The tables below show the key protective factors alongside the risk factors with regards to developing mental health difficulties. The school DSL and Wellbeing Lead will regularly review children who may face these risks to ensure that any children who are more vulnerable are identified at any early stage, with the aim of preventing a mental health difficulty arising in the first place, or reducing the impact of one before it becomes more serious.

In the Child

Protective Factors	Risk Factors
Being female (in younger children)	Genetic influences
Secure attachment experience	Low IQ and learning difficulties
Outgoing temperament	Specific developmental delay or neurodiversity
Sociability	Communication difficulties
Being a planner and having a belief in control	Physical illness
Humour	Academic failure (perceived or actual)
Problem solving skills	Low self-esteem
Experiences of success and achievement	
Faith or spirituality	
Capacity to reflect	

In the family

Protective Factors	Risk Factors
At least one good parent-child relationship	Overt parental conflict
Affection	Family breakdown
Clear, consistent parenting/discipline	Inconsistent or unclear parenting/discipline
Support for education	Hostile or rejecting relationships
Supportive long-term relationship or the absence of severe discord	Failure to adapt to a child's changing needs
	Abuse
	Parental mental health illness
	Parental criminality, alcoholism or drug misuse
	Death and loss-including loss of friendship

In the School

Protective Factors	Risk Factors
Clear policies on behaviour and bullying	Bullying
Open door policy for children to raise problems	Discrimination
A whole school approach to promoting good mental health	Breakdown in or lack of positive friendships
Positive classroom management	Deviant peer influences
Positive peer influences	Peer pressure

In the community

Protective Factors	Risk Factors
Wider supportive network	Socio-economic disadvantage
Good housing	Homelessness
High standard of living	Disaster, accidents, war or other overwhelming events
High morale school with positive policies for behaviour, attitudes and anti-bullying	Discrimination
Opportunities for valued social roles	Other significant life events
Range of sport/leisure activities	

6 Interventions to promote positive wellbeing

We know that school interventions to promote positive emotional wellbeing are more successful when students and their parents participate in any decision making. Any interventions put in place by school staff to support students with their emotional wellbeing are therefore planned, co-ordinated, targeted appropriately, then sustained and evaluated.

Pastoral Support

Some children, in addition to the above, may require enhanced levels of pastoral support in the form of informal daily or weekly check-ins with nominated staff. Examples of other ways students supported are through the following:

- Pastoral drop in
- Scheduled support meetings
- Counselling through our partnership group - Linden
- Close liaison with parents
- Communication with teaching staff
- Social & Emotional Mental Health spreadsheet – where concerns are logged

External Support - For some children, enhanced pastoral support and targeted support may not be enough to meet their need. In these situations, the parents of the child will be signposted to an external agency/organisation/professional/GP. The school may also make a referral to an external agency as required.

Request to temporarily withdraw

In some situations, akin to when a child is physically very unwell, the mental health needs of a student may be so serious that the school is unable to keep them safe on the school site despite a range of interventions being attempted. Discussions about how interventions are managed are facilitated with the parents at every step of their child's journey. Any decision made about the student being unable to attend school may be a temporary measure until the child's mental health is assessed as stable enough for them to safely return to school (this may be an immediate full return or a staggered return by arrangement). This assessment will be required to be completed by the child's treating clinician and must be put in writing for the school prior to the child reintegrating.

Request to permanently withdraw

In a very small minority of situations, despite a range of interventions attempted, a student's mental health needs are such that the school can no longer keep them safe on the school site. A decision will be made that the school is no longer the most appropriate setting to meet the child's mental health needs and the parents will be asked to permanently withdraw their child. All avenues and options will be considered before this serious step is taken.

7 Inter-agencies working

We will continue to work with Children's Social Care, the Police, and all other external agencies involved with the care of our children, for example CAMHS/other professionals involved in supporting children's mental health. DSLs/DDSLs/Wellbeing Leads will make referrals to partner agencies and contribute to meetings such as CAMHS reviews (as we are an international online school this may be done remotely or by sending documentation) as needed.

14. Private fostering

1. *What is private fostering?*

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is looked after for 28 days or more by someone who is not a close relative, legal guardian or person with parental responsibility. Close relatives only include parents, step- parents, aunts, uncles and grandparents. It is not private fostering if the child is 'looked after' by the Local Authority (also known as 'in care' and which includes placement in residential care, with an approved foster carer or a 'kinship' carer). Private fostering occurs in all cultures, including British culture, and children may be privately fostered at any age.

Examples of private fostering situations include:

- children and young people living apart from their families for a variety of reasons e.g. a parent is ill, has had to temporarily move for work or there has been conflict, separation or divorce;
- children whose parents work or study elsewhere in the UK or overseas;
- children sent to this country by their parents for education and health care;
- young people living with the family of a boyfriend or girlfriend; and
- children on holiday exchanges.

People become private foster carers for all sorts of reasons. Private foster carers can be a family friend, or someone who is willing to care for the child of a family they do not know, for example host families supplied by a Guardianship Organisation. If a host family is going to be caring for a child for 28 days or longer, they are classed as private foster carers and the Local Authority must be notified.

Why does your Local Authority Children's Services need to know?

By law, the Local Authority must be informed about all private fostering situations. The child's parents, private foster carers and anyone else involved in the arrangement or who becomes aware of the arrangement, e.g. guardianship agencies, schools or health professionals are legally required to inform Children's Services. Children's Services have a legal duty⁶ to make sure all private fostering arrangements are safe for the child. Once informed of the arrangement, they will check the suitability of private foster carers, make regular visits to the child and ensure advice, help and support is available when needed. Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, s/he should raise this with the DSL. Where Local authority children's social care are not already aware of the circumstances, the DSL should make a referral to them.

Timescales for informing the Local Authority

The child is not yet living with the private foster carers	Within 6 weeks beforehand
The child will move in with the private foster carers within 6 weeks	Immediately
The child is already living with the private foster carers	Immediately

14. Looked After Children

A child who is being 'looked after' by their Local Authority is usually known as a 'Child in Care' or a 'Looked After Child'. They might be living with foster parents or at home with their parents under an Interim Care Order granted to social care, or in residential children's homes, or other residential settings like schools or secure units.

⁶ Section 67(1) of the Children Act 1989 amended by the children Act 2004) and the Children (Private Arrangements for Fostering) Regulations 2005

A child who is adopted is **not** a Looked after Child. Occasionally, children are placed into Local Authority foster care under an Interim Care Order when an adoption breaks down and the adoptive parents relinquish the child. Once a Full Care Order is agreed, the child remains in long term foster care. The adoptive parents may or may not have continued contact with the child, depending on the situation and the emotional impact on the child.

An Interim Care Order will remain in place until care proceedings are concluded (within 26 weeks in most authorities). At the conclusion of care proceedings in any situation, the child will either stay in long term foster care (under a Full Care Order) until they reach the age of 18 years, return to their parents (usually under a Supervision Order), reside with other family members/friends (usually under a Special Guardianship Order), or in some cases be adopted. In all of the latter situations, it is most usual for parents to have agreed contact arrangements with their child, most commonly three times per year.

A child may also have been placed in care voluntarily by their parents who are struggling to manage their children's behaviour, or meet their child's needs due to their own illnesses or disabilities (under section 20, Children Act 1989). In these cases, rehabilitation will always be the aim, but if this is not possible, the Local Authority will apply for an Interim Care Order and finally a Full Care Order. Usually, these parents will have continued contact with their child.

As a result of their experiences both before and during care, Looked After Children are at greater risk than their peers; they are, for example, four times more likely than their peers to have a mental health difficulty. Providing a secure, caring environment and enabling such children to develop strong, trusting and stable relationships with professionals is critical to their safety and wellbeing.

Sophia ensures that staff receive training on Looked After Children, including on the reasons children become looked after, their legal status, the support that staff can provide to keep such children safe and the ways in which they can maximise educational stability for Looked After Children.

The CEO, in collaboration with the DSL, (a) is responsible for ensuring that any looked after children are adequately supported by staff in school; (b) has contact details of the child's social worker; (c) ensures that relevant staff members have sufficient information about the child's looked after legal status and care arrangements; (d) works with the DSL to discuss how staff can best support the progress of Looked After Children in the school and meet the needs in the child's Personal Education Plan; and (e) attends Looked After Children reviews and other meetings they are required to attend.

15. Host families

When might this happen?

Schools often make arrangements for children to take part in exchange visits, either to other parts of the UK or abroad. Exchanges can benefit learning across a range of subjects. In particular, foreign visits can enrich the language's curriculum and provide exciting opportunities for pupils to develop their confidence and expertise in the use of other languages.

What is the responsibility of the school?

Schools have a duty to safeguard and promote children's welfare as outlined in this policy. This extends to considering their safety and how best to minimise risk of harm to those children during any exchange visit the school arranges, and when organising for the care and accommodation of a child with a host family (known as homestays) as part of the exchange.

Suitability of adults in UK host families for homestay arranged by the school

When arranging a homestay, schools should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

In circumstances where a school arranges for a visiting child to be provided with care and accommodation in the UK (including where they engage a company to make those arrangements) in the home of a family to which the child is not related (including where a person has parental responsibility for the visiting child), the responsible adults will be engaging in 'regulated activity' for the period of the stay. In such cases and where the school has the power to terminate such a homestay, the school or college would be the regulated activity provider.

A regulated activity provider commits a criminal offence if it knows, or has reason to believe that, an individual is barred by the Disclosure and Barring Service (DBS) from engaging in regulated activity but allows that individual to carry out any form of regulated activity.

Private arrangements

Where the child's parent(s) or a student arranges their own homestay themselves, this would be a private arrangement, therefore the school or college would not be the regulated activity provider. Where it is a private arrangement, the school is not entitled to obtain a standard or enhanced DBS check.

Background checking for adults in homestay arrangements

When a school arranges a homestay, it should consider what intelligence/information will best inform its assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. It will be for the school or college to use their professional judgement to decide what it considers will be most relevant. However, to help

inform that assessment, schools and colleges should obtain, as a minimum, a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed, it will also allow the school or college to consider, alongside all other intelligence that it has obtained, whether the adult would be a suitable host for a child.

Volunteer DBS check

DBS enhanced certificates with barred list information for volunteer roles can be obtained free of charge. In respect of an adult who provides UK homestay and receives no remuneration in respect of the stay or where schools reimburse families only for expenses incurred, to enable a DBS application to be considered as a volunteer role, the 'Position Applied For' field will need to make clear that the position is unpaid.

In addition to those engaging in regulated activity, schools are free to decide whether they consider it necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying.

Suitability of adults in host families abroad

It is not possible for schools and colleges to obtain criminal information from the DBS about adults who provide homestays abroad. Schools should liaise with partner schools abroad, to establish a shared understanding of, and agreement to, the arrangements in place for the visit. They should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. Parents should be aware of the agreed arrangement. Schools are free to decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.

The school should produce a written risk assessment outlining the approach taken and indicating the reasons for specific decisions.

During the visit

Pupils should understand who to contact during a homestay should an emergency occur or a situation arise which makes them feel uncomfortable.

Additional action for extended homestays

Where a period of UK homestay lasts 28 days or more, for a child aged under 16 years of age (under 18 years of age if the child has disabilities), this may amount to Private Fostering under the Children Act 1989. In these cases, the school should notify the local authority of the arrangements. Private fostering legislation places a duty on local authorities to satisfy themselves that the welfare of a child who is being, or proposed to be, privately fostered in their area is being or will be satisfactorily safeguarded and promoted. By notifying the local authority, the school and college will be assisting the local authority in discharging its duty. See section on Private Fostering.

16. Child-on-child abuse

For further information look at this see our child-on-child Policy.

All staff should be alert to the risk of child-on-child abuse and understand their role in preventing, identifying and responding to it. Staff should know that children are capable of abusing their peers. They should never dismiss abusive behaviour as a normal part of growing up, 'banter' or 'just having a laugh', and should not develop high thresholds before taking action. Abuse is abuse and child-on-child abuse should be taken as seriously as abuse by adults.

What is child-on-child abuse?

For these purposes, child-on-child abuse is any form of abuse perpetrated by a child towards another child. It can take many different forms, including, but not limited to, serious bullying (including cyber-bullying)⁷, relationship abuse⁸, domestic violence⁹, child sexual exploitation¹⁰, youth and serious youth violence¹¹, 'upskirting' (see below), harmful sexual behaviour¹² (see below) and gender-based violence¹³.

These categories of abuse rarely take place in isolation and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being physically abused by a family member or by older boys. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

Youth produced sexual imagery can but does not always constitute abusive behaviour. All incidents involving youth produced sexual imagery should be responded to with reference to the school's policy and in accordance with this policy (see above).

⁷ Please see the school's Anti-Bullying Policy.

⁸ <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

⁹ This type of abuse relates to abuse between children aged 16 and 17 who are or have been intimate partners or family members. The abuse includes but is not limited to psychological, physical, sexual, financial and emotional.

¹⁰ This is a form of sexual abuse where children are sexually exploited for money, power or status. This abuse can be perpetrated by other children or by adults. It can involve violent, humiliating and degrading sexual assaults. In some cases, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online.

¹¹ Serious youth violence is any of the most serious offences where the victim is aged 19 or below, including murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. Youth violence also includes assault with injury offences.

¹² This is any sexual behaviour by a child or young person which is outside of developmentally "normative" parameters. This can (but does not always) include abusive behaviour such as sexual assaults.

¹³ This is violence that is directed against one gender as a result of their gender.

What role does gender play?

Children of all gender identities can both perpetrate and be the victim of child-on-child abuse, but this often manifests itself differently; girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

When does behaviour become abusive?

It can be difficult to distinguish between abusive behaviour, which should be dealt with in accordance with the procedure set out below, and behaviour which does not constitute abuse, such as low-level bullying (where the school's Anti-Bullying Policy should be followed) or age-appropriate sexual experimentation.

Factors which may indicate that behaviour is abusive include:

- where it is repeated over time and/or where the perpetrator intended to cause serious harm;
- where there is an element of coercion or pre planning; and
- where there is an imbalance of power, for example, as a result of age, size, social status or wealth.

This list is not exhaustive and staff should always use their professional judgement and discuss any concerns with the DSL.

How can I identify victims of child-on-child abuse?

Identifying child-on-child abuse can be achieved by being alert to children's well-being and to general signs of abuse. Signs that a child may be suffering from child-on-child abuse overlap with those relating to other types of abuse – see indicators of abuse, earlier in this document.

Signs can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard you would ordinarily expect.
- physical injuries.
- having difficulties with mental health and/or emotional wellbeing.
- becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety, panic attacks, suffering from nightmares or lack of sleep or sleeping too much.
- drugs and/or alcohol use.
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age.

This list is not exhaustive and the presence of one or more of these signs does not necessarily indicate abuse.

Are some children particularly vulnerable to abusing or being abused by their peers?

Any child can be affected by child-on-child abuse and staff should be alert to signs of such abuse amongst all children. Research suggests that:

- child-on-child abuse is more prevalent amongst children aged 10 and older, although it also affects younger children, including by way of harmful sexual behaviour.
- children who are particularly vulnerable to abuse or to abusing others include those who have (i) witnessed or experienced abuse or violence themselves; (ii) suffered from the loss of a close family member or friend; or (iii) experienced considerable disruption in their lives.
- children with SEN/D and those who identify as LGBT+ are particularly vulnerable to both abuse and child-on-child abuse.

How prevalent is child-on-child abuse?

Recent research suggests that child-on-child abuse is one of the most common forms of abuse affecting children in the UK. For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion (Barter et al 2015). Two thirds of contact sexual abuse experienced by children aged 17 or under was perpetrated by someone who was also aged 17 or under (Radford et al 2011) and over a third of young boys in England admitted to watching porn and having negative attitudes towards women (University of Bristol and University of Central Lancashire, 2015).

What should I do if I suspect either that a child may be being abused, or that a child may be abusing others?

If a member of staff thinks for whatever reason that a child may be at risk of abuse from another child or young person, or that a child may be abusing others, the member of staff should report their concern to the DSL without delay in accordance with this policy. If a child is in immediate danger, or at risk of harm, a referral to Children's Social Care and/or the police should be made immediately.

How will the DSL respond to concerns of child-on-child abuse?

The DSL will discuss the behaviour with the member of staff and will, where necessary, take any immediate steps to ensure the safety of the victim(s) or any other child. Where the DSL considers or suspects that the behaviour might constitute abuse, Local authority children's social care will be contacted immediately and, in any event, within 24 hours of the DSL becoming aware of it. The DSL will discuss the incident with Local authority children's social care and agree on a course of action, which may include (a) taking any steps to ensure the safety and wellbeing of any children affected; (b) further investigation; (c) referral to other agencies such as the police (where a crime may have been committed), CAMHS, a specialist harmful sexual behaviour team and/or youth offending services.

Any response should be decided in conjunction with Local authority children's social care and other relevant agencies and should:

- investigate the incident and the wider context and assess and mitigate the risk posed by the perpetrator(s) to the victim(s) and to other children;
- consider that the abuse may indicate wider safeguarding concerns for any of the children involved;
- treat all children (whether perpetrator or victim) as being at risk - while the perpetrator may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves;
- take into account the complexity of child-on-child abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited, they are not consenting;
- take appropriate action in respect of the perpetrator – any action should address the abuse, the causes of it, attitudes underlying it and the support that may be needed if the perpetrator is at risk. Factors to consider include: the risk the perpetrator(s) poses and will continue to pose to other children, their own unmet needs, the severity of the abuse and the causes of it. Disciplinary action may be appropriate, including (a) to ensure that the perpetrator takes responsibility for and realises the seriousness of his or her behaviour; (b) to demonstrate to the perpetrator and others that abuse can never be tolerated; and (c) to ensure the safety and wellbeing of the victim and other

children in the school. Permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the victim(s) and other children in the school;

- provide on-going support to victim(s) including by (a) ensuring their immediate safety; (b) responding promptly and appropriately to the abuse; (c) assessing and addressing any unmet needs; (d) following the procedures set out in this Safeguarding Policy (including where the child is in need of early help or statutory intervention); (e) monitoring the child's wellbeing closely and ensuring that s/he receives on-going support from all relevant staff members within the school; (f) engaging with the child's parents and any external agencies to ensure that the child's needs are met in the long-term; and
- consider the lessons that can be learnt from the abuse and put in place measures to reduce the risk of such abuse recurring. This may include, for example: gender and equalities work, work around school safety, security and supervision, awareness raising for staff, students and parents about a particular form of abuse, training for staff on handling certain types of incidents or abuse.

How does the school raise awareness of, and reduce the risk, of child-on-child abuse?

Staff are trained on the nature, prevalence and effect of child-on-child abuse, and how to prevent, identify and respond to it. The school actively seeks to prevent all forms of child-on-child abuse by educating students and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community, and responding to all cases of child-on-child abuse and any cases of bullying (no matter how trivial) promptly and appropriately.

Children are educated about the nature and prevalence of child-on-child abuse via PSHE lessons and form times. They are told what to do if they witness or are victims of such abuse, the effect that it can have on the victims and the possible reasons for it, including vulnerability of the perpetrator. They are regularly informed about the school's approach to such issues, including its zero-tolerance policy towards all forms of bullying and child-on-child abuse.

17. Sexual Violence and Sexual Harassment between Children

Child-on-child abuse can include two specific forms, known as Sexual Violence and Sexual Harassment. Any response to these should fall within, and be consistent with, the school's wider approach to peer-on-peer abuse (see above).

Sexual Violence includes sexual offences which fall under the Sexual Offences Act 2003.

Sexual Harassment refers to 'unwanted conduct of a sexual nature'. This can occur online (including, but not limited to non-consensual sharing of images, making sexual comments on social media) and offline (including but not limited to making sexual comments, sexual taunting or 'jokes', and physical contact, for example, brushing against someone deliberately or interfering with their clothes).

Sexual Violence and Sexual Harassment can:

- occur between any two children, or a group of children against one individual or group;
- be perpetrated by a child of any age against a child of any age;
- be perpetrated by a child of any sexual orientation against a child of any sexual orientation;
- include behaviours that exist on an often-progressive continuum and may overlap; and/or
- be online and offline (physical or verbal).

Advice from the Department for Education on [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) (2017 – Updated 2021) provides information about what sexual violence and sexual harassment is, how to minimise the risk of it occurring, and what to do when incidents occur, or are alleged to have occurred. The DfE advice highlights best practice and cross-references other advice, statutory guidance and the legal framework. The school will apply the principles set out in it when considering their approach to sexual violence and sexual harassment between children.

Key Points: The above guidance

- stresses the importance of making it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated, and are not an inevitable part of growing up
- highlights the risks of tolerating or dismissing any forms of sexual violence or sexual harassment, and encourages early intervention to avoid potential escalation;
- advises on how to embed training and education on these issues within a strong pastoral system, and a planned taught programme across the whole curriculum;
- encourages forums that enable children to talk about issues openly;
- includes a list of possible topics that any taught programme could cover - including consent, gender roles, stereotyping and equality, healthy relationships, and power imbalances in relationships;

- advises on how to manage a disclosure, either from the child who has suffered abuse or from other children;
- provides guidance on when to carry out a risk and needs assessment for children affected by sexual violence or sexual harassment;
- provides guidance on initial considerations which schools should take into account when faced with a concern or allegation of sexual violence or sexual harassment - including the age and developmental stages of the children, and any power imbalance between them; and
- provides guidance on difficult scenarios which schools might encounter, for example, how to handle an incident between two pupils which is alleged to have taken place away from school premises.

18. Signposting to further information

Annex A of KCSIE contains further guidance on a range of specific safeguarding issues. Annex D is particularly relevant where Online Safety and Safeguarding is concerned.

This section should be read by all staff that work directly with children.

Any person that has a concern about a child within the school must follow the procedures outlined within this document.

If staff have any concerns about a child's welfare, they should act on them immediately. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to Local authority children's social care (and if appropriate the police) is made immediately.

Annex A of KCSIE contains guidance on the following issues: - there does appear to be one

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Preventing radicalisation
- child-on-child abuse (Physical child-on-child abuse is very unlikely to happen in an online school, however, staff need to be vigilant with all types of child-on-child digital abuse)
- Sexual violence and sexual harassment between children in schools and colleges (Physical sexual violence is very unlikely to happen in an online school, however, staff have to need to be vigilant with all types of child-on-child digital abuse that involves sexual harassment)
- Up skirting (Very unlikely that this is an issue in an online school. However, staff and students should be aware of this issue and educated in that this can occur in everyday life. Female students should be encouraged to inform their teacher if this has happened to them.)

19. Low level concerns

The safety and wellbeing of children in our school is dependent on the vigilance of all our staff and their prompt communication to the DSL or CEO of any concerns, no matter how small, about any conduct by an adult which causes you to doubt that adult's suitability to work with or have access to children. All references in this section to "adult" should be interpreted as meaning any adult (defined above) and visitor, unless otherwise stated. The school is conscious of its duty of care to pupils and will always act, including if alerted to the possibility of abuse arising from situations or persons outside the school setting.

The notification and prompt handling of all concerns about adults, including those raised by individuals about themselves, is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust and transparency and it clarifies expected behaviours. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

Code of Conduct

All staff must behave responsibly and professionally in all dealings with children and specifically with pupils for whom they have a duty of care. All staff must follow the procedures set out in our 'Staff Code of Conduct including Acceptable Use Policy'. Staff should always avoid behaviour which might be misinterpreted by others. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff should note that it is an offence for a person aged 18 or over and in a position of trust to touch a child in a sexual way or have a sexual relationship with a child, even if the relationship is consensual. A position of trust could arise even if the member of staff does not teach the child.

Our Low-Level Concern Policy (including self-reporting)

The overarching aim of the school's Low Level Concern Policy is to facilitate a culture in which the clear values and expected behaviours which are set out in our Code of Conduct are lived, constantly monitored, and reinforced by all staff. In particular, the intention of this policy is to:

- maintain a culture of openness, trust and transparency in which staff are confident and clear about expected behaviours of themselves and their colleagues, the delineation of boundaries and reporting lines;
- ensure staff feel empowered to raise any low-level concern, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in our Code of Conduct; and
- provide for responsive, sensitive and proportionate handling of such concerns when they are raised – maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff from false allegations or misunderstandings.

What is a low-level concern, including those that are self-reports?

Self-reporting	Low level concerns about an adult
<p>From time to time an individual may find him/herself in a situation which might appear compromising to others or which could be misconstrued. Equally, an individual may for whatever reason have behaved in a manner which on reflection he/she considers falls below the standard set out in the Code of Conduct.</p> <p>Self-reporting in these circumstances is encouraged as it demonstrates both awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived. As such, the school sees self-reporting of low level concerns as an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.</p>	<p>From time to time an individual may notice behaviour or actions in others which leave them concerned. These are behaviour or actions which fall short of a formal allegation of abuse. These tend to be behaviours which indicate that our Code of Conduct has not been met. Any such concerns can be dealt with as a low level concern.</p>

A low-level concern for this purpose is any concern, no matter how small and even if no more than a 'nagging doubt', that an adult may have acted in a manner inconsistent with the school's Code of Conduct or simply – even if not linked to a particular act or omission – a sense of unease as to the adult's behaviour particularly towards or around children.

A self-report also falls under our Low-Level Concerns Policy and can be as described above. Where a staff member wishes to work outside of their contract with Sophia, they should first seek agreement with their CEO and a written confirmation placed in their employee file.

What should I do if I have one?

Where a low-level concern (including self-reports) exists, it should be reported/emailed to the CEO as soon as reasonably possible and, in any event, within 24 hours of becoming aware of it (where the concern relates to a particular incident).

How will my low-level concern be handled (including self-report)?

The CEO will discuss all low-level concerns s/he receives with the Executive Director as soon as possible and in any event within 24 hours of becoming aware of it. The CEO will, in the first instance, satisfy him/herself that it is a low-level concern and should not be reclassified as an allegation and dealt with under the appropriate procedure (outlined later in this document). The circumstances in which a low-level concern might be reclassified as an allegation are where:

- the threshold is met for an allegation (see below);
- there is a pattern of low level concerns which collectively amount to an allegation;
- there is other information which, when taken into account, leads to an allegation.

Where the CEO is in any doubt whatsoever, advice will be sought from the Executive Director, if necessary, on a no-names basis.

Having established that the concern is low level, the CEO will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary. Most low level concerns by their very nature are likely to be minor and will be dealt with by means of management guidance, training, etc. The person to which the low level concern relates should be informed of any concern raised about them once all risk has been identified and assessed.

What records will be kept?

Where a low level concern has been communicated, or a self-report raised by an individual about themselves, a confidential record will be kept in a central file which logs all low level concerns and will be retained until the staff member reaches normal pension age or 10 years after if longer. This is necessary to enable any patterns to be identified. However, no record will be made of the concern on the individual's personnel file (and no mention made in job references) unless either:

- the concern (or group of concerns) has been reclassified as an allegation as above;
- the concern (or group of concerns) is sufficiently serious to result in formal action under the school's grievance, capability or disciplinary procedure.

20. Allegations of abuse made against teachers and other staff

The purpose of this section of the policy is to outline how allegations against adults will be handled. Allegations will always be dealt with in accordance with statutory guidance provided in KCSIE.

What is an allegation?

Allegations represent situations that might indicate a person would pose a risk of harm to children if they continue to work in regular or close contact with children in their present position, or in any capacity. This policy applies to all adults in the school if it is alleged that they have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

An allegation may be triggered by one specific incident or by a pattern of behaviour by the adult, or low-level concerns which when considered collectively amount to an allegation.

What should I do if I have an allegation?

Allegations about staff or volunteers should be reported to the CEO immediately.	If the allegation is about the CEO, it must be referred to the Executive Director.
The CEO will liaise with the Designated Officer of the Local Authority as set out below and inform the Executive Director	The Executive Director will liaise with the Designated Officer of the Local Authority as set out below.
The adult to whom the concern or allegation relates should not be informed.	

Duties as an employer and an employee

This policy relates to members of staff and volunteers who are currently working in any school, regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Sophia High School has a duty of care to all employees. Sophia will provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time, supports the person who is the subject of the allegation.

Dealing with an allegation

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without

warranting consideration of either a police investigation or enquiries by local authority Local authority children's social care services. In these cases, local arrangements will be followed to resolve cases without delay. Some rare allegations will be so serious they require immediate intervention by Local authority children's social care services and/or the police.

Initial discussion

The CEO will not undertake any investigation before first speaking to the Executive Officer. The CEO (or DSL where there is an allegation against the CEO) will inform the Executive Officer of all allegations that come to the school's attention and appear to meet the criteria. The CEO will consult with the police, contacts within the international settings of families and Local authority children's social care as appropriate.

The purpose of an initial discussion is for the CEO to consider the nature, content and context of the allegation and agree on a course of action. The CEO may ask the Designated Officer(s) to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children. There may be situations when the CEO will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the CEO should discuss the allegations with the Executive Officer in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded by the CEO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The Executive officer should then consider with the CEO what action should follow both in respect of the individual and those who made the initial allegation.

Inter-agency Strategy Discussion

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened by the CEO or the police in accordance with the statutory guidance Working Together to Safeguard Children. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police will take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where a strategy discussion is needed, or police or Local authority children's social care services need to be involved, the Executive Manager will not inform the accused person until those agencies have been consulted, and have agreed what information can be disclosed to the accused. The Executive officer should only inform the accused person about the allegation after consulting the CEO and actions have been decided. It is extremely important that the Executive Manager provides the accused with as much information as possible at that time.

Where it is clear that an investigation by the police or Local authority children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the CEO will discuss the next steps with the Executive Director. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative (see guidance on suspension, below).

Internal investigations

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the CEO will discuss with the Executive Director how and by whom the investigation will be undertaken. In straightforward cases, an internal investigation will be agreed upon and should normally be undertaken by a senior member of school staff. Where necessary, due to lack of resource or the nature or complexity of the allegation, the allegation will require an independent investigator. An independent investigator will be appointed by the Executive Director.

Where a safeguarding concern or allegation triggers another procedure, such as grievance or disciplinary, that procedure shall only be followed once the immediate safeguarding concern or allegation has been fully investigated.

Suspension of an employee

Sophia will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking that step.

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases, this will require the Executive Manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported: all options to avoid suspension should be considered prior to taking that step. If the Executive Director is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the CEO, Local authority children's social care or the police as required. But suspension is highly unlikely to be justified on the basis of such concerns alone.

Within Sophia, suspension requires the authorisation of the CEO (Our group policy is to hold a conversation with the Executive Director to reach a rounded decision about whether suspension is the correct course of action.

Suspension will be considered only in a case where there is cause to suspect a child or other children at the school are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the Executive Director will consider carefully whether the circumstances warrant suspension from contact with children at the school or until the allegation is resolved.

In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual who works at the school or sixth form college, immediate action will be taken to ensure the individual does not carry out work in contravention of the order, i.e. pending the findings of the TRA investigation, the individual must not carry out teaching work.

The Executive Director will also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the CEO, police and Local authority children's social care services have no objections to the member of staff continuing to work during the investigation, the Executive Director will aim to be as inventive as possible to avoid suspension.

Based on assessment of risk, the following alternatives will be considered by the Executive Manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The Executive Director will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the Executive Director and the CEO. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation will be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. Sophia will make clear to the suspended employee where they can obtain support. The person will be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Local authority children's social care services or the police cannot require the Executive Manager to suspend a member of staff or a volunteer, although the Executive Manager will give appropriate weight to their advice. The power to suspend is vested in Sophia as proprietor of the school.

Where a strategy discussion or initial evaluation concludes that there should be enquiries by Local authority children's social care services and/or an investigation by the police, the CEO should canvass police and Local authority children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision will be taken on a case-by-case basis having undertaken a risk assessment.

Support for employees

Sophia has a duty of care to their employees. Sophia will act to manage and minimise the stress inherent in the allegations process. Support for the accused individual is vital to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the Local authority children's social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support.

The Executive Director will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related

issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of the child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or the police or Local authority children's social care services need to be involved, the Executive Manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed of the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome in confidence.

Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing, as set out in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, Local authority children's social care services, or the police as appropriate, will consider what support the child or children involved may need.

Timescales

It is in everyone's interest to resolve cases as quickly as possible and ensure consistency with a fair and thorough investigation. All allegations will be investigated as a priority to avoid any delay. The time taken to investigate and resolve individual cases depends on a variety of factors, including the nature, seriousness and complexity of the allegation.

For cases where it is clear immediately that the allegation is unsubstantiated or malicious, it is aimed that they will be resolved within one week. Any concerns about safeguarding will always be discussed with the CEO.

Confidentiality

When an allegation is made, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions are disapplied if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so, or if a judge lifts restrictions in response to a request to do so. The provisions commenced on 1 October 2012.

The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public." This means that a parent who, for

example, published details of the allegation on a social networking site, would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

In accordance with the Authorised Professional Practice published by the College of Policing in May 2017, the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted).

The Executive Officer will take advice from the CEO, police and Local authority children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if, and when, it should arise.

Oversight and monitoring

The CEO has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with Safeguarding Partners on the subject. The CEO will provide advice and guidance to the Executive Director, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Police forces should also identify officers who will be responsible for:

- liaising with the CEO taking part in the strategy discussion or initial evaluation;
- subsequently reviewing the progress of those cases in which there is a police investigation; and
- sharing information on completion of the investigation or any prosecution.

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

Information sharing

In a strategy discussion or the initial evaluation of the case, the agencies involved will share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

Where the police are involved, wherever possible, the employer will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This will be done as their investigation proceeds and will enable the

police to share relevant information without delay at the conclusion of their investigation or any court case.

Local authority children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

Following a criminal investigation or a prosecution

The police should inform the employer and CEO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after the person has been charged. In those circumstances, the CEO should discuss with the Executive Officer whether any further

action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or Local authority children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to be given as to the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

Outcome of an allegation

The following definitions will be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

On conclusion of a case

There is a legal requirement for employers [Sophia] to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. If an allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, Sophia will refer the case to the DBS for consideration of whether inclusion on the barred lists is required. In the case of a member of teaching staff at a school, the matter will be referred to the TRA to consider prohibiting the individual from teaching in relation to their professional misconduct.

When it is decided on the conclusion of a case that a person who has been suspended can return to work, the Executive Manager will consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The Executive Manager will also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the school.

Malicious or unsubstantiated allegations

If an allegation is determined to be unsubstantiated or malicious, the CEO will refer the matter to the Local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be

deliberately invented or malicious, the CEO and Executive Head will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil.

Learning lessons

At the conclusion of a case in which an allegation is substantiated, the CEO will review the circumstances of the case with the Executive Director to determine whether there are any improvements to be made to the school or college's procedures or practice to help prevent similar events in the future. This will include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons will also be learnt from the use of suspension when the individual is subsequently reinstated. The CEO and Executive Director will consider how future investigations of a similar nature could be carried out without suspending the individual.

Resignations and 'settlement agreements'

If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with the statutory guidance KCSIE. A referral to the DBS must be made if the criteria are met (see criteria in KCSIE). Sophia will also consider whether a referral to the TRA is appropriate (see criteria in KCSIE).

If the accused person resigns or their services cease to be used and the criteria are met, it will not be appropriate to reach a settlement/compromise agreement. Any settlement/compromise agreement that would prevent the proprietor from making a DBS referral even though the criteria for referral are met, is likely to result in a criminal offence being committed. This is because the proprietor would not be complying with its legal duty to make the referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the accused will be given a full opportunity to answer the allegation and make representations about it. However, the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, will continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

Record keeping

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation, if that is longer. The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

References

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference. See KCSIE for further information on references.

Summary of the main changes to KCSIE 2022

There are no big changes to the KCSIE 2022 guidance, but schools will need to understand and implement these points from 1 September:

- School and college staff will need to realise the difficulties children and young people may have in telling someone they've been abused and recognise how important it is for staff to understand abuse and how to respond to concerns about it. Staff will also need to be able to determine how best to build trusted relationships with children and young people which facilitate communication.
 - Extra-familial harms are referenced throughout the guidance. This is harm that occurs to children outside of their family and often occurs during adolescence. The guidance recognises the impact of witnessing ill treatment of others. Intra-familial harm is also highlighted and the need for support for any siblings.
 - The previously standalone departmental advice Sexual violence and sexual harassment between children in schools and colleges is incorporated into the guidance.
 - References to 'peer-on-peer abuse' have been changed to 'child-on-child abuse' to make it clear who the guidance is referencing.
 - The language regarding allegations and low-level concerns is more consistent throughout the guidance.
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- Online safety messaging has been strengthened throughout the guidance and has been embedded into Part two of the guidance and annex B/C. The guidance promotes a whole school approach – from having appropriate training that should include governors, to communicating with

parents and carers how children can stay safe online and what filtering and monitoring systems the school uses. These systems should be reviewed for their effectiveness.

- For safer recruitment, schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates, as part of the shortlisting process.
- The importance of RSHE in preventative education.
- The importance of the DSL’s understanding and implementing of an appropriate adult when required (PACE Code C 2019).

For a more detailed look:

<https://drive.google.com/drive/u/1/folders/0AJV9yPKL9xGtUk9PVA>

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