



APPLEFORD SCHOOL

SAFEGUARDING and CHILD PROTECTION POLICY

Appleford school fully recognises its responsibilities for safeguarding and child protection

This policy which applies to the whole school, including boarding, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Child or pupil is interchangeable in this policy as is appropriate and the age range of the pupils at Appleford is from 7-18.

Keeping Children Safe in Education (KCSIE) (DfE: September 2023) is referred to in this policy as KCSIE (DfE: currently in force). We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost. ¹

Monitoring and Review: By revisiting them regularly, the Headmaster ensures that the policies and procedures adopted by the Proprietor (particularly those concerning referrals of cases of suspected abuse and neglect) are followed by all staff and should be easily understood by staff, children and parents. The Headmaster reports at least three times per year to the Proprietor around the effectiveness of the school’s safeguarding procedures, and in particular, child-on-child incidents, including all aspects of trend analysis. The school’s approach to online safety and filtering and monitoring is reviewed annually as a minimum. The Proprietor ensures that safeguarding is an agenda item for every Senior Management Team and Advisory Board meeting. The Headmaster ensures that safeguarding is an agenda item for every staff meeting. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The Proprietor meets the DSL every half term (six times a year) to monitor the effectiveness of this policy. This policy is reviewed annually, or earlier as required by changes to legislation or statutory guidance.

Signed:

Dr Peter Gardner (Proprietor and Managing Director)

Mr David King (Headmaster and Company Director)

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Table of Contents for Key Policy Areas

Key Internal and External Contacts:	2
Allegations Against Adults in Appleford School	5
Mandatory Procedures – Staff and Adults at School	7
Mandatory Procedures – Supporting Children	12
Mandatory Procedures – Specific Forms of Abuse and Safeguarding Issues	13
Staff Training	16
Understanding Safeguarding Against Specific Risks	16
APPENDIX 1 – TYPES AND SIGNS OF ABUSE AND NEGLECT INCLUDING POSSIBLE INDICATORS	24
APPENDIX 2 – MAIN RESPONSIBILITIES OF THE DSL, DEPUTY DSL, PROPRIETOR AND THE HEADMASTER	32
APPENDIX 3 – THE ROLE OF THE WILTSHIRE COUNCIL DESIGNATED OFFICER FOR ALLEGATIONS (DOFA)	36
APPENDIX 4 - DETERMINING WHETHER ALLEGATIONS MEET THE HARM THRESHOLD	37
APPENDIX 5 – SAFEGUARDING CONCERNS OR ALLEGATION OF ABUSE ON A CHILD	38
APPENDIX 6 – SEQUENCE OF EVENTS FOLLOWING THE DISCLOSURE OF ABUSE OR NEGLECT	39
APPENDIX 7 – A CHILD PROTECTION GUIDE – CUE CARD	40
APPENDIX 8: THE ORGANISATION AND RELATIONSHIP OF SAFEGUARDING AND PASTORAL CARE POLICIES AT APPLEFORD SCHOOL .	41
APPENDIX 9 –RELATED LEGISLATION AND KEY DOCUMENTS ALONG WITH ADDITIONAL ADVICE AND SUPPORT.....	42

¹ NMS for RSS 13.1

KEY INTERNAL CONTACT DETAILS:

Our School's Designated Safeguarding Lead (DSL)/ Prevent Lead/ Online Safety Lead and the Deputy DSL/ Deputy Prevent Leads are:

Designated Safeguarding Lead (DSL), Online Safety Lead and Prevent Lead for the whole school,

Mr Dudley Manning, who is the Head of Boarding and Pastoral Care

Telephone: 01980 621020 ext 1027 Mobile 07449 244735

Email: dudleym@appleford.wilts.sch.uk



Deputy Designated Safeguarding Lead (DDSL), Deputy Prevent Lead and the designated person for Children in Care (Looked after Children),

Mrs Julia Hendrickse

Telephone: 01980 621010 ext 1011

Email: juliah@appleford.wilts.sch.uk



Deputy Designated Safeguarding Lead (DDSL) and Deputy Prevent Lead,

Mrs Iona Gray

Tel: 01980 621020 ext 1007

Email: ionag@appleford.wilts.sch.uk



Headmaster who is the Senior Mental Health Lead,

Mr. David King

Telephone: 01980 621010 ext 1002

Email: davidk@appleford.wilts.sch.uk



Managing Director and Proprietor with responsibility for Safeguarding and Prevent Duties,

Dr Peter Gardner

Telephone: 01980 621010

Fax: 01274 474467



During term time, the DSL (or Deputy DSL) will be available for staff to discuss any safeguarding concerns. The 24 hours term time School Mobile for Safeguarding (Child Protection) is: 07449244735. Appleford will organise adequate and appropriate cover arrangements for when the school is closed, such as exeat weekends and school holidays.

The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2023)

If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the police on 999

Keeping Children Safe in Education (DfE: currently in force) **makes it clear that anybody can make a direct referral to the Multi Agency Safeguarding Hub (MASH) including the Wiltshire Council Designated Officer for Allegations (DOFA)**. If a child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

KEY EXTERNAL CONTACTS

Wiltshire Council Designated Officer for Allegations (DOFA). The contact details for the DOFA are as follows:

Direct line: 03004560108 Email: DOFAservice@wiltshire.gov.uk Out of Hours Emergency Service (5:30pm to 9:00am): 0300 456 0100

See the definition of the role and responsibilities of the DOFA in Appendix 3

Multi Agency Safeguarding Hub (MASH): Children who have suffered or are likely to suffer significant harm are '*children in need*'. In both circumstances staff should immediately report their concerns to the DSL who will consider. If appropriate, a referral to the MASH using the inter-agency referral process, in line with the referral threshold set by WSVPP. The contact details for the **MASH** are as follows:

Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.

Other Concerns: for any other reasons where the threshold for Children’s Services has not been met Appleford completes a Common Assessment Framework (CAF) involving professionals working with the child and family. The CAF form is available for download or printing at the [CAF document library](#).

Wiltshire Safeguarding Vulnerable People Partnership (WSVPP): who can be contacted by telephone on 01225 713560 and by secure email at LSCB@wiltshire.gov.uk. Their website is www.wiltshirescb.org.uk.

The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is the MASH. The non-emergency police telephone number is 101 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and Trustees is: 020 7340 7264 or extremism@education.gsi.gov.uk. If an adult working in our school has concerns or identifies a pupil as being at risk of radicalisation, the adult should immediately make a referral to our DSL who is also our Prevent Lead who will consider the most appropriate referral.

Female Genital Mutilation (FGM): Any suspected cases of FGM must be reported directly to the police, and to the DSL who will refer the case to MASH. However, it is mandatory for known cases to be referred to the police by teachers. For non-emergencies, phone 101 and for emergencies call 999. For advice and guidance telephone 0800 028 3550 or email: fgmhelp@nspcc.org.uk.

Child Sexual Exploitation – MASH: If there are concerns regarding child sexual exploitation, staff should inform the DSL who will immediately contact the Wiltshire MASH via telephone on **0300 456 0108** or out of hours on **0300 456 0100**.

NSPCC Child Protection Helpline 0808 800 5000

Childline: 0800 1111 or www.childline.org.uk

The **NSPCC whistleblowing helpline** is available for staff who do not feel able to raise concerns regarding child protection failures internally.² Staff can call 0800 028 0285 from 8:00am to 8:00pm from Monday to Friday and email help@nspcc.org.uk. In addition to national hotlines, Appleford has independent persons to whom pupils can reach out for support.³

If a child is in immediate danger or left alone, you should contact the police or call an ambulance immediately on 999.
Police Child Abuse Investigation Team – call 101 **Police Domestic Abuse Investigation Team – call 101**

Introduction: Appleford School is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2023)
- [The procedures of the](#) Safeguarding Vulnerable People Partnership (formerly WSCB)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school’s legal responsibilities in relation to safeguarding and child protection.

Scope: Safeguarding children is defined as:

- ensuring that children grow up with the provision of safe and effective care;
- acting to enable all children to have the best life chances;
- preventing impairment of children’s mental and physical health or development and
- protecting children from maltreatment.

The term ‘safeguarding children’ covers a range of measures including child protection procedures. It encompasses a whole-school preventative approach to keeping children safe, including online that incorporates pupil health and safety; school behaviour

² NMS for RSS 17.4

³ NMS for RSS 17.2

management and preventing child-on-child abuse; supporting pupils with medical conditions; Relationships, Sex and Health Education (RSHE); Personal, Social, Health and Economic Education (PSHEE) and providing first aid and site security. Consequently, this policy is consistent with all other policies adopted by the Proprietor and should be read alongside the policies cited in Appendix 7 relevant to the safety and welfare of our pupils:

Safeguarding is everyone's responsibility.⁴ Our approach at Appleford School is child-centred and in the best interest of children at all times⁵. All who work, volunteer or supply services at our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. All employees and volunteers are required to sign that they have read, understood and will abide with our *Safeguarding Children - Child Protection Policy*. Our policy takes full account of the child protection procedures agreed by the Wiltshire Safeguarding Vulnerable People Partnership (WSVPP) along with our Safer Recruitment Policy⁶, Whistleblowing Policy, Staff Behaviour Policy (Staff Code of Conduct), and the Teacher's Standards. It has also been composed with reference to the Independent School Standards Regulations (ISSR) (DfE: currently in force) and National Minimum Standards (NMS) for residential special schools (RSS) (DfE: 2022).

As cited above, this policy applies to all staff in our school. For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full-time or part-time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid, in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school, outside of school and online are within the scope of this policy.

Expectations: All staff are:

- familiar with this Safeguarding Children - Child Protection Policy and have an opportunity to contribute to its review;
- alert to signs and indicators of possible abuse and wider safeguarding issues;
- aware of the importance of professional curiosity;
- able to record and report concerns as set out in this policy;
- able to deal with a disclosure of abuse from a child;
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2023). School leaders and staff who work directly with children have also read Annex B and Part 5.

Audit: the Proprietor's nominated person for Safeguarding collaborates with the Headmaster and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment: our Proprietor monitors the school's safer recruitment practice, including scrutiny around DSL and /or Headmaster monitoring of the Single Central Record.

The three main elements to our school safeguarding policy are **prevention, protection and support**. All safeguarding measures are designed with this in mind.

⁴ NMS for RSS 13.2

⁵ NMS for RSS 1.3

⁶ NMS for RSS 24.1

ALLEGATIONS AND CONCERNS AGAINST ADULTS IN APPLEFORD SCHOOL
(including schools, early years and alternative provision settings)

If you become aware that a member of staff/ volunteer/ supply/ contractor/ bank staff and those from organisations or individuals using the school premises, MAY have:

- **behaved in a way that has harmed a child, or may have harmed a child** and/or
- **possibly committed a criminal offence against or related to a child**, and/or
- **behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children**, and/or
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children**

If you have any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school may have acted in a way that:

- **is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and**
- **does not meet the harm threshold or is otherwise not serious enough to consider a referral to the DOFA.**

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone, contrary to school policy
- Engaging with a child on a one-to-one basis in a scheduled area or behind a closed door; or,
- Humiliating pupils

Where a child also discloses abuse or neglect by a member of staff/volunteer/supply/ contractor/bank staff and those from organisations or individuals using the school premises:

- Listen; take their allegation seriously; reassure that you will take action to keep them safe
- Inform them what you are going to do next
- Do not promise confidentiality
- Do not question further or approach/inform the person/alleged abuser

Report immediately to the Headmaster: Mr David King, whose contact details are:

Telephone: 01980 621010 ext 1002 Email: davidk@appleford.wilts.sch.uk

Unless there is clear evidence to prove that the allegation is incorrect, the Headmaster will decide on the nature of the allegation/concern.

or in his absence

The Designated Safeguarding Lead (DSL): Mr Dudley Manning, whose contact details are:

Telephone: 01980 621020 ext 1027 Mobile 07449 244735 Email: dudleym@appleford.wilts.sch.uk

Any concern or allegation against the DSL is to be reported to the Headmaster.

Any concern or allegation against the Headmaster will be reported to:

Dr Peter Gardner, Proprietor and Managing Director, whose contact details are:

Telephone: 01980 621010 Fax: 01274 474467

The Proprietor is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the Headmaster.



Allegations that may meet the harm threshold

If the behaviour towards the child may have met the harm threshold (KCSIE 2023, p.87) report the allegation within one working day to the Designated Officer for Allegations (DOFA) and the Appleford Operations Manager

- Contact the Multi-Agency Safeguarding Hub (MASH): **0300 456 0108** and select Option 3 then Option 4 or email dofaservice@wiltshire.gov.uk
- Out of Hours Emergency Duty Service: **0300 456 0100** (5pm to 9am weekdays, 4pm Friday to 9am Monday)

Allegations/concerns that do not meet the harm threshold (low-level concerns)

Refer to the allegation/ concerns that do not meet the harm threshold, or ‘low level’ concerns addendum flowchart (below).

With reference to the above, when managing concerns and allegations against staff (including supply teachers, volunteers, contractors the proprietor and those from organisations or individuals using the school premises): Appleford School follows the procedure set out by the WSVPP 'Allegations against adults' flowchart as stated above. This flowchart is displayed in the staffroom and adult cloakrooms for easy reference. Where anyone in the school has a concern about the behaviour of an adult (including online) who works or volunteers at the school, including supply staff and contractors, and those from organisations or individuals using the school premises, they must immediately consult the Headmaster who will refer to the local authority Designated Officer for Allegations (DOFA). Any concern or allegation against the Headmaster will be reported to the Proprietor, without informing the Headmaster.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. Appleford promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Any allegation of abuse will be dealt with 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, with consent from the child/family, relevant professionals may be invited to decide any further course of action. In addition to the concern/allegation management process, the school's DSL will also refer suspected abuse to the MASH as described in 'responding to a concern.' Staff understand the process which they are to follow if they have concerns about a child. Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- an early help assessment or a referral for statutory services, e.g. as the child might be in need, suffering or likely to suffer harm.

All members of staff supply staff, contractors and volunteers have read and signed to confirm they have understood the school's Staff Behaviour Policy (Staff Code of Conduct for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour. Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to DOFA. Appleford will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the DOFA. This is the Headmaster or where the Headmaster is the subject of an allegation, the Proprietor. The following definitions will be used when determining the outcome of all 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.

If a report is determined to be unsubstantiated, false or malicious, the Headmaster will consider whether the child and/ or the person who has made the allegation needs help, or whether their behaviour indicates abuse by someone else. In such circumstances, a referral to children's social care may be appropriate. Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with the school's behaviour and discipline policy⁷ following consultation with the DOFA. Where a parent had made a deliberately invented or malicious allegation, unless a trusting and transparent working relationship can be established moving forward, the Headmaster will consider whether to terminate their children's placement at the school on the basis that they have treated the school or a member of staff unreasonably. At all times, the best interests of the child will guide the way forward. Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate. A school has a duty of care towards its employees and as such, it will ensure that effective support is provided for anyone facing an allegation through the school's HR/Personnel arrangements.

Although referrals are normally to be managed by the DSL, anyone may refer a child if necessary. Staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. The victim should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment; nor should a victim ever be made to feel ashamed for making a report. Our staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/ or may not recognise their experiences as harmful. By building trusting relationships with our children⁸, staff can facilitate communication and know that they can speak to the DSL if they have any concerns about a child.

⁷ NMS for RSS 20.1

⁸ NMS for RSS 12.2

Reasons for no longer using a person’s services and reporting to the Disclosure and Barring Service (DBS) along with considering referral to the Teaching Regulation Agency (TRA). If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services and a prohibition order may be appropriate, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the DBS and the TRA as soon as possible if the criteria are met. Where the school dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, we will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). We also ensure that ‘*Compromise Agreements*’ or ‘*ACAS Agreements*’ never apply in such circumstances.

The Proprietor and Headmaster: as the key strategic decision makers and vision setters for the school, the Proprietor and the Headmaster, who are supported by the Advisory Board, will make sure that our policies and procedures are in line with national and local safeguarding requirements. The Proprietor and Headmaster will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Key safeguarding roles
Whole school approach to broad and balanced curriculum embedding safeguarding teaching D/DSL training Designated teacher training KCSiE Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children) Staff training, including regular safeguarding updates Children taught about keeping safe online Online safety training for staff Preventing radicalisation Teaching staff confidence to deliver RSHE/PSHEE to all pupils Annual review of online safety arrangements	Child-on-child abuse Pupil voice Online safety Whistleblowing Staff Behaviour Policy (for safer working practice), incl. low-level concerns about staff conduct Early help Mental Health Multi-agency working Children who are absent and/or missing from education Children with SEND and a physical health issue Reporting abuse, incl. dealing with a child at immediate risk / WSVPP procedures Honour based abuse (HBA) Female Genital Mutilation (FGM) Behaviour policy Relationships, Sex and Health Education (RSHE) policy Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) who is a senior member of the leadership team. Deputy Designated Safeguarding Lead (DDSL) Designated person for looked-after children (even if there are no LAC on roll) Senior mental health lead Pastoral and well-being staff Proprietor’s nomination: <ul style="list-style-type: none"> • for whistleblowing; • for filtering and monitoring & online safety; • for filtering and monitoring & online safety lead.

Mandatory Procedures – Staff and Adults at School

Appleford is a specialist residential school for boys and girls between the ages of 7 and 18 with dyslexia and specific learning difficulties. The Managing Director takes seriously his responsibilities under Section 157 of the Education Act 2002 to safeguard and promote children’s welfare; to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. During term time, the DSL (or deputy DSL) should always be available during school hours for staff to discuss any safeguarding concerns. Our school will organise adequate and appropriate cover arrangements for any out of hours/out of time activities and also during school holidays. Additionally, all staff at Appleford recognise the additional factors relation to safeguarding which require consideration due to the nature of the school.

Being residential, extra vigilance is key as pupils do not always have a chance to put physical distance between them and those who may be causing them harm. Appleford’s whole school approach to safeguarding has been developed with this in mind. The residential provision is regularly monitored by an independent visitor, who inspects the provision six times per year and completes an annual report on the conduct therein. Such monitoring visits are unannounced and handled in accordance with the National Minimum Standards for Residential Special Schools (NMS for RSS, 2022)⁹

Safer recruitment: all staff are subject to safer recruitment processes and checks, and we follow the guidance set out in Part 3 of KCSiE (2023). At Appleford School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make

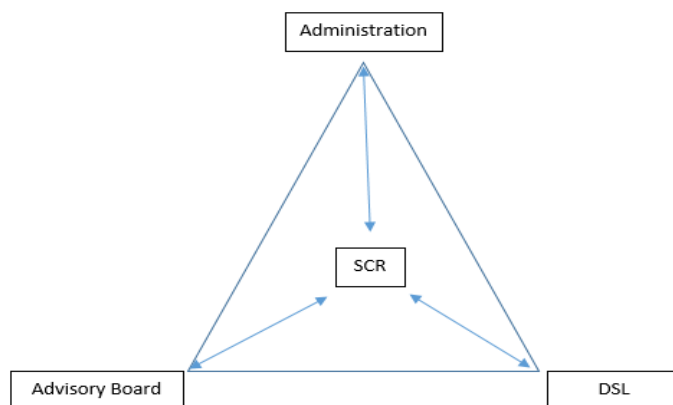
⁹ NMS for RSS 31

appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff and teacher trainees on salaried routes) who work at the school.
- all Proprietor/members of the proprietor body (for independent schools, academies and free schools).

Assurances are sought for contractors who are required on site, including identification checks on arrival. Appropriate vetting checks are carried out by the school for self-employed individuals.

Safer Recruitment, the Single Central Register (Please refer to our Safer Recruitment Policy to safer recruitment processes and checks, and we follow the guidance set out in Part 3 of KCSiE (2023). We scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained and the details of these checks are recorded in the SCR. The SCR applies to: all staff (including supply staff and teacher trainees on salaried routes) who work at the school; the proprietor. Before starting work, the details of these checks are recorded and shortlisted candidates are informed by the school that online searches may be carried out as part of due diligence checks.



Assurances are sought for contractors who are required on site, including identification checks on arrival. Appropriate vetting checks are carried out by the school for self-employed individuals. Through risk assessments, the school appropriately checks staff of other organisations working with our pupils on external trips, including adults who supervise pupils on work experience. In any case where the required documentation is unavailable or checks have not been completed prior to the starting date for any member of staff or other adult who may have access to pupils, then a risk assessment will be carried out to determine the appropriate course of action, e.g. allowing appropriately supervised access for a specified period or postponing the starting date.

Visitors and visiting speakers: All visitors complete a signing in/out process, wear a school ID badge and lanyard and are provided with key safeguarding information including the contact details of safeguarding personnel in school. Scheduled visitors in a professional role (e.g. fire officer, police, NSPCC staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. School complete an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity if necessary. Additionally, a risk assessment will be carried out. Unidentified visitors will be challenged by staff or reported to the Headmaster or School Office. The *Prevent* statutory guidance requires schools to set out clear protocols for ensuring that any visiting speakers who may fall within the scope of the *Prevent* duty, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised; this will include a barred list check and internet search if appropriate. At Appleford School, speakers are never left alone with pupils. The interaction between the *Prevent* requirement to check speakers and the KCSiE (DfE: currently in force) is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or un-prescribed checks on volunteers. In accordance with the ISSR, checks are recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organisation.

Site safety: Risk assessments are undertaken and maintained in accordance with the school's health and safety policy. The school ensures that when our premises are hired or rented to other organisations (ASC, evening and weekend clubs) including shared site providers who work with children, those organisations adhere to the guidance for out-of-school settings.

Off site visits and exchange visits: We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers. We seek written assurances from any alternative provision provider that appropriate safer recruitment checks have been completed, and safeguarding policy & procedures are in place. A site visit is also completed by DSL and/or SENCO. Where there are safeguarding concerns or allegations that happen offsite, staff will follow the

procedures described above and in the WSVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference. Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils. We have an Educational Visits Coordinator (EVC), who has a broad range of responsibilities, such as ensuring that there are appropriate visits procedures in place; being involved with or leading the approval of leaders; organising induction and training; overseeing administrative audit trails; and monitoring activities and reviewing systems and ensuring that staff training is in place.

Staff Behaviour Policy (Staff Code of Conduct for safer working practice) Power, Positions of Trust and Staff Behaviour: Appleford School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour. The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children. It also sets out our expectations regarding professional conduct online. Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards. Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored and out of the reach of pupils at all times.

Identifying the signs: All staff know how to recognise and are alert to the signs of neglect and abuse and wider safeguarding issues, including but not limited to child-on-child sexual violence and harassment, child-on-child abuse and exploitation, 'all' risks outside of the home and within the local area including online. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2023) and Sexual violence and sexual harassment between children in schools (2021) along with notes from safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 or Annex A of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2023).

Responding to concerns/disclosures of abuse: Flowcharts provided by Wiltshire Council Safeguarding Team and WSVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and adult cloakrooms for easy reference. Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries; postpone or delay the opportunity for the child to talk;
- take notes while the child is speaking or ask the child to write an account; try to investigate the allegation;
- promise confidentiality e.g. say they will keep 'the secret'; approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice. The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2023) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

The D/DSL will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. The D/DSL consistently monitors all children with concerns, whether a referral to MASH/IFD has been made or not. During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. The D/DSL provides feedback to any staff who share concern/s. The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

We are well placed to identify concerns and, with partners as appropriate, address them early. As such, we work closely with our Local Safeguarding Partners to ensure the successful delivery of our local multi-agency safeguarding arrangements. This includes providing a coordinated offer of early help when additional needs of children are identified and will contribute to inter-agency plans to provide additional support to children subject to child protection plans. We allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 12 or a section 47 assessment.

Online Safety¹⁰ (Please see our Online Safety Policy, available on the school website, for more details): is a running and interrelated theme which is reflected in our policies and procedures. Online safety is considered as part of our whole school safeguarding approach and wider staff training (including at induction) and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND. School ensures that parents and carers are made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online. Parents and carers are offered advice and guidance in support of identifying the risks that may be present to children online, including providing links to current advice and guidance on Internet Safety, social media and online radicalisation risks through [Internet Matters](#) and the National Child Exploitation and Online Protection Command (CEOP) www.ceop.police.uk. Parents are provided links to current advice and guidance on internet safety via the Parent Portal.

We recognise that vigilance in online safety is vital for ensuring successful safeguarding. Therefore, this policy should be read and understood in conjunction with our Online Safety Policy. The internet and technology are increasingly essential tools for learning and socialising, and so our approach to online safety is designed to enable the school to make the most of these hugely valuable resources while preventing the risks associated with them and mitigating negative effects.

Appleford School acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow child-on-child abuse procedures when mobile phones are used by a child whilst in school to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. The school adheres to the DfE Filtering and Monitoring standards, and the Cyber Security Standards set out in KCSI (2023). Our online safety mechanisms are reviewed annually. As part of staff training, the leadership team ensure that staff know how to escalate concerns they may have about a pupil in relation to online safety.

We have an effective whole school approach to online safety which empowers us to protect and educate our pupils and staff in their use of technology and establishes mechanisms to identify and intervene where an online safety concern arises. The Senior Leadership Team ensures that pupils are safe from potentially harmful and inappropriate content including terrorist and extremist material when accessing the internet on school devices and school networks through appropriate levels of filtering, internet safety rules and online safety education with the curriculum in line with our Online Safety and Cyberbullying policies.

Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. In many cases abuse will take place concurrently via online channels and in daily life. Pupils understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise young people, especially pupils and vulnerable adults. Our DSL takes lead responsibility for filtering and monitoring and Appleford follows the DfE Filtering and monitoring standards, currently in force. We use 'Smoothwall' on our devices and networks. We also make every effort to meet the Cyber Security Standards.

In planning curriculum input in relation to online safety we will ensure materials are differentiated to take account of the different ages, levels of understanding and vulnerabilities of our pupils so that all pupils are enabled to access this input effectively. This includes the rise of [harmful online challenges and online hoaxes](#), which the school educates about within our online safety curriculum. The breadth of issues classified within online safety are considerable but can be categorised into **four** areas of risk:

- **CONTENT:** being exposed to illegal, inappropriate or harmful content;
- **CONTACT:** being subjected to harmful online interaction with other users;
- **CONDUCT:** personal online behaviour that increases the likelihood of, or causes harm, such as the sending of explicit images or online bullying;
- **COMMERCE:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Use of mobile phones, cameras, electronic devices: Staff should not use personal mobile telephones in the presence of pupils and they must never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken, edited or stored on school computers. Photographs or recordings should only be made where there is a legitimate school purpose; pupils' privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Headmaster or parents of the pupil involved. The School's' Acceptable Use Policy sets out the expectations for pupils and parents on the use of mobile phones and cameras whilst at the school. Staff should not use any other electronic device capable of capturing images of pupils other than a school camera. This is in line with the whole school policy on the use of mobile phones and cameras.

¹⁰ NMS for RSS 13.3

MASH is to be informed if there is any contravention of the school policy regarding the use of personal mobile phones, cameras or other electronic and communication devices by adults working or volunteering at the school. For more details, please see our online safety policy. The following is not exhaustive but should provide a useful starting point: www.disrespectnobody.co.uk, www.ceop.police.uk, www.saferinternet.org.uk, www.internetmatters.org, www.pshe-association.org.uk, educateagainsthate.com, www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Managing low-level concerns about adults: The school operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOfA. All low-level concerns will be reported to the Headmaster; low-level concerns about the Headmaster will be reported to the proprietor. The school will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Behaviour Policy), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the Headmaster will collect as much evidence as possible by speaking:
 - directly to the person who raised the concern, unless it has been raised anonymously;
 - to the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff. Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Whistleblowing: In accordance with our school's whistleblowing policy and procedures all staff and pupils can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures (including our child-friendly whistleblowing mechanisms), which are also reflected in staff training and our staff behaviour policy, and shared with pupils, are in place for such concerns to be raised with the Headmaster. Systems are in place and well promoted so that children can confidently report concerns or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. If a staff member feels unable to raise an issue with Specify senior leadership role in school as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline – Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- The Proprietor

Escalation of concerns: Effective working together depends on an open approach and honest relationships between colleagues and between agencies. Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the WSVPP Case Resolution Protocol is used if necessary. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Records and the sharing of information with relevant agencies: The school: liaises with partner organisations such as Wiltshire Council, other local authority schools and academies prior to the admission of children to Appleford to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within the first 5 days of the start of a new term:

- by the school previously attended by the child;.
- by our DSL when the child leaves our school.

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For any child dual-registered with another school the school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome;
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance. We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm; place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Mandatory Procedures – Supporting Children

A culture of listening to children: We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart. Children can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our pupils. We regularly gather pupil voice via forums and surveys, this data informs our practice and policies.

Curriculum – teaching about safeguarding: Our pupils access a broad and balanced curriculum (age and stage of development appropriate) that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety, and well-being. The PSHE and citizenship curriculum, incorporating Relationships, Sex and Health (RSHE) education specifically includes the following objectives:

- developing pupil self-esteem and communication skills; developing strategies for self-protection including online safety
- developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Examples of our topics include:

- healthy and respectful relationships; boundaries and consent
- stereotyping, prejudice and equality; body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to-sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Remote learning: If the school is required to change the way provision to children is offered due to exceptional circumstances e.g. during a pandemic lockdown, self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances: The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice e.g. UK Safer internet centre guidance, DfE safeguarding and remote education and will ensure staff, children, and families are provided with written:

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- amended DSL arrangements as required (names, location and contact details)
- temporary changes to procedures for working with children e.g. online.
- amended procedures for reporting concerns
- safeguarding training arrangements
- timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners’ spiritual, moral, cultural, mental and physical development.

Early Help: At Appleford School all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL. The D/DSL:

- uses the Wiltshire’s Integrated Front Door (MASH and Early Support Hub);
- uses the Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child’s needs;
- uses the Multi-Agency Thresholds guidance for Safeguarding Children on the Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need;
- liaises with Wiltshire SEND service;
- uses various resources to identify and respond to harmful sexual behaviour.

Children with Special Education Needs and Disabilities (SEND) or physical health issues: Pupils with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil’s additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying). To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

The use of ‘reasonable force’ in school: There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom. School follows DfE advice for schools is available at [Use of Reasonable Force in Schools](#). All staff will follow our behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for ‘use of reasonable force.’ Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

Mandatory Procedures – Specific Forms of Abuse and Safeguarding Issues

Child-on-child abuse: All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>.

When dealing with abuse by young people on peers, we follow the key safeguarding documents, *KCSIE* (DfE: Currently in force) and *Working Together to Safeguard Children* (DfE: currently in force), even where an alleged perpetrator(s) is a child. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Children who are LGBTQ+ may be targeted by other children. Child-on-child abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- ‘upskirting’ or any picture taken under a person’s clothing without their permission or them knowing to obtain sexual gratification

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- or cause humiliation, distress or alarm;
- causing someone to engage in sexual activity without consent;
- initiation/hazing type violence and rituals;
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting);
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such, and not managed through the systems set out in the school behaviour policy. Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the school's pastoral system and the support will be regularly monitored and reviewed. The proprietor is aware of their obligations under the Human Rights Act and the Equality Act alongside our local multi-agency safeguarding arrangements. Careful consideration is given to safeguarding pupils with protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future. We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned. If the school received an allegation of abuse but it is alleged to have taken place outside of the school premises, our safeguarding principles remain the same, and we could still carry out a referral to children's services as necessary. However, where there is 'reasonable cause to suspect that a pupil is suffering, or likely to suffer significant harm' the concern or allegation of Child-on-child abuse must be reported to the DSL immediately, who will then refer to the MASH to discuss the case. We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education
- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.

Child-on-child sexual violence and sexual harassment: The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer. The NSPCC has a dedicated helpline **0800 136 663** to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

Serious violence: We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime. Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive. Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be susceptible to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

Children who are absent and/or missing from education: Staff report immediately to the D/DSL, if they know of any child who may be:

- Absent from education persistently, or for prolonged periods and/or on repeat occasions
- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

Appleford holds more than one emergency contact number for each pupil. The designated teacher for LAC and care leavers discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required. The DSL shares any

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unauthorised/unexplained absence of children who have an allocated social worker within 24 hours. Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the WSVPP procedure and consults/refers to the MASH team as appropriate;
- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

Mental Health: All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these experiences can impact on children's mental health, behaviour and education.
- they have a duty 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 that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these experiences, can impact on mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, they should speak to the DSL in line with our safeguarding procedures.

Domestic abuse: staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm. The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Preventing Radicalisation: KCSIE (DfE: currently in force) define radicalisation as 'the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups'. Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse. Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately and this may include making a Prevent referral to the Channel support programme or to the MASH.

Female Genital Mutilation (FGM): FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law. The Circumstances / symptoms that may point to FGM happening include:

- a child talking about getting ready for a special ceremony; a child's family taking a long trip abroad;
- a child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- knowledge that a sibling has undergone FGM; a child talking about going abroad to be 'cut' or to prepare for marriage; Difficulty in walking, sitting or standing; spending lengthier time in the bathroom/toilet than usual;
- unusual behaviour after a school absence/reluctance to undertake usual medical examinations and
- asking for help, but not detailing the problem in full due to fear or embarrassment.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff will inform the D/DSL immediately if they suspect a child is at risk of forced marriage.

Staff Training

Induction: the welfare of all our pupils is of paramount importance. All staff including Proprietor and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction. Our written induction schedule for staff also includes:

- KCSiE update; Safeguarding and Child Protection policy and procedures; Online safety; Whistleblowing policy;
- Behaviour Policy (pupils); Staff Behaviour Policy (or Code of Conduct); Role and identities of the DSL and DDSL;
- The school's response to children who are absent and/or missing from education, and the school's protocol about managing absence; Procedure to follow in case of an allegation being raised against an adult;
- Professional disagreement and escalation including the WSVPP Case Resolution Protocol.

Safeguarding training: This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will undertake this statutory training requirement on their return. In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

Advanced training: the D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other D/DSLs. The D/DSL attend a Wiltshire MASH tour.

Safer Recruitment : at least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Designated Teacher for Looked After Children (LAC): the designated person for looked after children has attended training specific to the role.

Preventing Radicalisation: all staff undertake Prevent awareness training.

Staff support: due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Proprietor: as well as the school's safeguarding induction programme, the Proprietor receives appropriate safeguarding and child protection (including online) training at induction. Safeguarding training is updated school's timescale. The Proprietor is also encouraged to attend whole school safeguarding and child protection training.

Understanding Safeguarding Against Specific Risks

Supporting Children: We support children who may have been at risk of significant harm (which includes the way staff respond to their concerns and any work that may be required) or children who have been abused, in accordance with their agreed child protection plan. We seek to address both the mental and emotional welfare of children and families through:

- the provision of individual counselling, providing a positive and safe school environment, careful and vigilant teaching, accessible pastoral care, good adult role models and by promoting full co-operation with and contributions to the provision of appropriate co-ordinated support and/or early help from external agencies;
- operating robust and sensible health and safety procedures and along with clear and supportive policies on drugs, alcohol and substance misuse, recognising that children have a right to feel secure and cannot learn effectively unless they do so.

Any adult can harm a child either by direct acts or failure to provide proper care, or both. This may be through neglect, emotional, physical or sexual abuse or a combination of such types. Our children have the right to respect and protection from abuse, regardless of age, gender, ability, language, religion, race, nationality, sexuality, culture or disability. They have the right to feel valued and confident, knowing how to approach adults if they are in difficulty. We treat bullying incidents as child protection concerns when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management and Anti-bullying Policies.¹¹ Whilst the school will work openly with parents as far as possible, the school reserves the right to contact MASH or the Police without notifying parents if this is in the child's best interests. This policy has been tailored for the nature, age range and other significant features of the school in the provisions made for

¹¹ NMS for RSS 21.1

safeguarding. With our age range of 7 to 18 years we are aware of the potential scope for problems relating to emotional health issues, body image, eating disorders, self-harm, and also radicalisation and extremism.

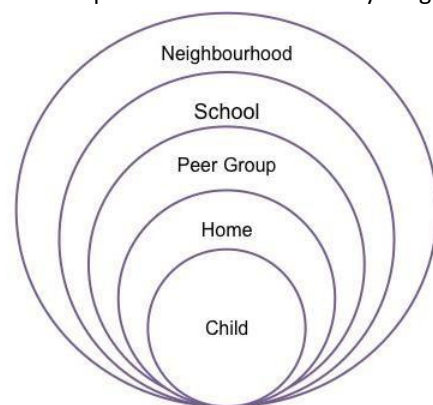
This policy provides staff, volunteers and the Managing Director with the guidance they need in order to keep children safe and secure and informs parents and guardians how we will safeguard their children whilst they are in our care. Our school promotes safe practice and professional conduct to safeguard children and to mitigate against the potential for misunderstandings or situations being misconstrued so teachers and other staff are not vulnerable to allegations. Our staff maintains an attitude of 'it could happen here' as far as safeguarding is concerned. We understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating.

Child in Need - S17 of the Children Act 1989: Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority;
- Their health or development is likely to be impaired, or further impaired without the provision of such services;
- They are disabled;
- This could include children who self-harm or disclose an intent to commit suicide.

Child Protection (S47 Children Act 1989): The Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. In order to understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

Contextual Safeguarding (including extra-familial contexts): At Appleford School we recognise that young people's behaviours, levels of vulnerability and levels of resilience are all informed by the social/public places they interact in including peer groups, school, and community/public spaces, including known places in the community where there are concerns about risks to children (for example, parks, housing estates, shopping centres, takeaway restaurants, or transport hubs). This also includes private contexts in which young people spend their time. When spending time in these extra-familial contexts, young people may be exposed to healthy norms which promote pro-social relationships, or they may encounter harmful norms that are conducive to abusive and exploitative relationships. As a result, we identify, assess and intervene where possible in all of the social environments where abuse and exploitation of young people can occur – in essence to take a 'contextual' approach to safeguarding. For example, our school leadership works with professionals and pupil body to challenge harmful, gendered school cultures, thus improving the pre-existing school environment. Additionally, we help to promote a culture of safety with the curriculum and around the school regarding pupils' online activities (including social media and gaming platforms). We will provide as much contextual information as possible to Children's Social Care when a referral is made.



Responding to reports of sexual violence and sexual harassment: Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. We recognise that children may not find it easy to tell staff about their abuse verbally and that staff may be informed by a third party or through behaviour indicators. We understand the importance of the school's role in acting upon any concerns immediately and making sure all victims are reassured and that they are being taken seriously, regardless of when they come forward. Though it may not be necessary to report one-off issues of sexual harassment to the police, each allegation of abuse will be taken seriously and the DSL will still refer these allegations to children's social care, who will support the school in deciding whether the victim or alleged perpetrator(s) are in need of protection or other services.

However, **all allegations of sexual violence will be reported to the police**, in parallel with children's social care. Though children's sexual behaviours can be developmentally expected, some more harmful sexual behaviours may cause developmental damage. Harmful Sexual Behaviour (HSB) can occur online and/or face-to-face. The [Brook sexual behaviours traffic light tool](#) is used to help

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us consider harmful sexual behaviours. Reports of sexual violence are often complex and require difficult decisions to be made, on a case-by-case basis, with the DSL taking the lead role, supported by external agencies such as children's social care or the police. Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

Actions following a report of sexual violence and/or sexual harassment: A factual record should be made of the concern or allegation, taking the victim seriously, but no attempt at this stage should be made to investigate the circumstances, unless a child is in immediate danger or is at risk of harm, in which case, an immediate referral will be made to children's social care and/or the police. Additionally, in cases where there is a report of rape, assault by penetration or sexual assault this should be passed to the Police. Victims will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; they will not be made to feel ashamed for making a disclosure. We explain to our pupils in such a way that avoids alarming or distressing them that the law is in place to protect children and young people rather than criminalise them. The DSL will follow appropriate advice in KCSIE (DfE: currently in force) and LA guidelines. The DSL will follow through the outcomes of the discussion and if so advised by Children Social Care, will make a formal referral should the incident meet the referral threshold set by Wiltshire Safeguarding Vulnerable People Partnership ensuring effective information sharing with any agencies or other professionals involved. The DSL ensures good record keeping of related conversations, meeting and communications with a copy of the discussions, and outcomes are kept securely. Staff should not assume that someone else is dealing with the incident and should discuss concerns with the DSL. Where an incident between two pupils takes place away from the school, the school's duties and procedures remain the same.

School Staff are trained as per Part One of KCSIE (DfE: Currently in force) on how to manage a disclosure and are aware of anonymity in cases where an allegation is progressing through the criminal justice system. Appleford School will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media. The DSL will make an immediate written risk and needs assessment where there has been a report of sexual violence, considering the victim, alleged perpetrator(s) and other children and staff at the school (including actions to protect them). Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. Risk assessments will be kept under review. In cases of sexual violence, a professional risk assessment by external specialists may be required, and should be used to inform the school's own risk assessment. Appleford School will carefully consider any report or sexual violence or harassment and act in the best interests of the child. Appleford School will also consider carefully when to inform the alleged perpetrator(s), and this may be discussed with relevant agencies. The school actively considers the risks posed to our pupils and ensures adequate measures are in place to protect pupils and keep them safe. Staff may be expected to participate in any early help assessment, child protection enquiry, strategy discussion or other outcome, following a referral.

With any report of sexual violence and/or harassment, the DSL will consider:

- the wishes of the victim in terms of how they want to proceed. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s) including the potential a crime was committed, and consideration of harmful sexual behaviour;
- the ages of the children involved; the developmental stages of the children involved;
- any power imbalance between the children, including age gaps or differences in maturity, cognition or understanding (including SEND or learning difficulties);
- if the alleged incident is a one-off or a sustained pattern of abuse;
- intrafamilial harms and any necessary support for siblings following incidents;
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult pupils or school staff and other related issues and wider context.

Managing the report: Whatever the school's response, it is underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions will be recorded. Dependent on the disclosure of sexual violence or sexual harassment, the school will consider the following actions.

Managing internally: in some cases of sexual harassment (such as one-off incidents) the school may manage the incident internally, without the involvement of early help, following our behaviour management policy.

Involve Early Help: when a report may not require the use of statutory intervention, involving early help is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation.

Referral to children's social care: in cases where there has been harm, is at risk of harm, or there is an immediate danger, a referral will be made to children's social care. Parents or carers will generally be informed of this, unless there is a clear reason not to at this stage. A risk and needs assessment will also be produced at this stage.

Reporting to the police: in cases where rape, assault by penetration or sexual assault is reported. Appleford School will not wait for the outcome of a police investigation before protecting the victim, perpetrator(s) and other children in the school. The DSL will work closely with the police to ensure that the school's actions do not jeopardise the Police investigation. If a child is convicted or cautioned, the school will update the risk assessment and consider suitable action through their behaviour policy.

It is important for Appleford School to ensure the victim and perpetrator(s) remain protected, especially from bullying or harassment. Where no further action is taken, or a child found not guilty, Appleford School will continue to support the victim and perpetrator(s).

This is how victims of child-on-child abuse will be supported: All pupils involved, whether perpetrator(s) or victim, are treated as being 'at risk'; a thorough risk-assessment and risk-based decision-making process (with the benefit of the advice of statutory authorities, where appropriate) will be carried out with a view to ensuring the safety of all pupils and that. For example, consideration will be given to whether the accused pupil should be removed from school for a period, or the alleged perpetrator(s) removed from classes and any transport etc which is shared with the victim, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling such as referring pupils to an external safeguarding agency such as Childline and NSPCC and the adequacy of arrangements for listening to children etc. We recognise that any actions taken will be in the best interests of both children and is not perceived to be a judgement of guilt of the alleged perpetrator(s). Additionally, Appleford School:

- supports for the victim will consider their age, the nature of the allegations and the risk of further abuse; an alleged perpetrator(s) may have unmet needs themselves;
- ensures the needs and wishes of the victim will be paramount, and they will be able to continue their normal routine as far as possible, so that school is a safe space for them;
- will be prepared to support a victim over a long period of time;
- will do everything reasonably possible to protect victims from bullying or harassment as a result of any report they have made;
- ensure that if a victim or perpetrator(s) moves to another school, it is important that the new establishment is made aware of any ongoing support needs;
- ensures the victim is safeguarded, but still provide the perpetrator(s) with an education and support as necessary;
- may discipline the alleged perpetrator(s), including while the police or social care investigation is ongoing, although they will liaise with these bodies to assist in determining any sanctions;
- will be clear about when their actions are to support the victim or perpetrator(s), and when their actions are to discipline the perpetrator(s) for their past conduct;
- A pupil against whom an allegation of abuse has been made may be excluded from the school for a fixed period during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of Children's Social Care, the pupil's parents are informed and that the pupil is supported during the interview by an appropriate adult. Normally, the DSL will try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to MASH if necessary. However, in accordance with DfE guidance, this will only be done when this will not place the child at increased risk. The child's views will also be taken into account. Where there are doubts or reservations about involving the child's family, the DSL should clarify with MASH or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to exclude him/her during the investigation.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. We draw upon the support offered by [The National Organisation for the Treatment of Abusers \(NOTA\)](#) to support staff training on Sexual violence and Harassment between peers.

When a pupil is in need of *urgent* medical attention and there is suspicion of abuse an ambulance should be called. If the response from the emergency services states that the school should take the child to hospital then the DSL, with an escort, should take the child to the Accident and Emergency Unit at the nearest hospital. They should first notify MASH and seek advice about what action the MASH or the police will take and how the parents will be informed. Normally, parents would be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until the MASH and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from the school, MASH or the police, if the parents are not included. All unnecessary delays should be eradicated and inaction at any level can and should be challenged. In borderline cases, this can be done informally and without giving names in the first instance. The School will not investigate allegations without first gaining the agreement of the DOFA/MASH. In the case of serious harm, the police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed.

Supporting witnesses of sexual violence or sexual harassment: Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required. Following any report of sexual violence or sexual harassment, it is likely that some children will take “sides”. The school should be doing all they can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed. Social media is very likely to play a significant role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator(s) and a very high likelihood that friends from either side could well harass the victim or alleged perpetrator(s) online. When writing a risk-assessment for the pupils involved in an incident of sexual violence or sexual harassment, the school will consider any additional potential support needs to keep all our pupils safe.

All staff and volunteers: have a duty to act upon any suspicion, concern or disclosure that may suggest that a pupil is at risk of significant harm or in need of support services. All staff and volunteers should be alert to pupils at risk of being radicalised or drawn into extremism or Child Sexual Exploitation whether from an adult or another pupil (further details of these signs are in Appendix 1). Appleford expects all staff to recognise the importance of professional curiosity to a successful safeguarding culture. They are required to report instances of actual or suspected child abuse or neglect to the DSL or Deputy DSL. Additionally they are expected to make themselves available for appropriate training if necessary out of normal school hours and to read both this policy and Part 1 of the latest edition of KCSIE that is currently in force and ‘*What to do if you are a worried a pupil is being abused*’ latest edition. Special arrangements will be put in place for anyone working in the school whose command of English is insufficient to enable them to read and digest the contents of this policy and Part 1 of KCSIE (DfE: currently in force).

Working with parents and carers: Appleford School will, in most cases, engage with the parents of both the victim and the perpetrator(s) and will consider carefully what information they provide. It is good practice for Appleford School to meet the victim’s parents with the victim present to discuss safeguarding arrangements and also good practice to meet the perpetrator(s)’s parents to discuss what arrangements are being put in place, such as moving them out of classes.

Public Displays of Affection (PDA): We recognise that pupils may develop deep personal relationships in school and in boarding. Staff and volunteers are particularly aware of the potential for abuse by peers in a boarding environment and pupils in the boarding community have privacy guidelines and avenues through which they can express concern.

Safeguarding arrangements for staff employed by another organisation: We ensure procedures are followed to enable appropriate pupil protection (including DBS checks) and are applied to staff employed by other organisations in contact with School (including obtaining written confirmation that DBS checks have been completed) pupils including working on another site (please see policy on Educational Visits).

Preventing Extremism and Radicalisation: We teach our pupils how to Keep Safe; educating them about safeguarding and radicalisation including the prevent strategy. Our school also ensures that we can ‘demonstrate activity’, as required by the statutory guidance, in the following key areas: risk assessment of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, working in partnership, staff training and IT policies. This aligns with our school ethos and approach to promote a broad, tolerant and open-minded understanding of the world around us, including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, extra and co-curricular activities, or any other aspect of the school’s activities. The school demonstrates a general understanding of the risks affecting pupils and young people in the area.

Protecting pupils from the risk of radicalisation is seen as part of Appleford’s wider safeguarding duties, and is similar in nature to

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protecting pupils from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these arise from within their family or are produced by outside influences. We understand that it is possible to prevent vulnerable people from radicalisation by intervening during the process. We consider the risk level of pupils identified as being at 'risk of radicalisation' and make an appropriate referral, which can include Channel or Children's Social Care. Our prevent strategy demonstrates a specific understanding of the risks affecting children and young people and identifying pupils who may be at risk of radicalisation, including support we can give.

Prevent duty: The DSL receives appropriate training, in accordance with Annex B of KCSIE (including higher level Prevent awareness training) at least every two years in order to:

- provide advice and support to members of staff on protecting pupils from radicalisation;
- equip staff through Prevent, Channel and other appropriate training to identify and assess pupils at risk of being drawn into terrorism and to challenge extremist ideas;
- liaise with those responsible for Personal, Social, Health and Economic Education (PSHEE), Spiritual, Moral, Social and Cultural (SMSC) assembly and other appropriate curricular programmes actively to promote British values and to teach pupils about the dangers of radicalisation and extremism and liaise with those responsible for the school's electronic systems seriously to limit through appropriate filtering mechanisms the scope for access through these systems to any website or Internet source deemed problematic from a Prevent perspective.

Children who are lesbian, gay, bi, or trans (LGBT): Whilst we recognise that being LGBT does not inherently increase the risk of harm to children, those who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. The school endeavours to reduce the additional barriers faced for these pupils and we will provide a safe space for them to speak out or share their concerns with a trusted member staff as required. We build LGBT inclusion into part of our [Relationships Education, Relationship and Sex Education and Health Education](#) curriculum, including how to counter homophobic, biphobic and transphobic bullying and abuse.

Within Spiritual, Moral, Social and Cultural (SMSC) development, we instil within pupils values that build resilience and prevent pupils being drawn into radicalisation and extremism. We explore how extremism could look and how it can threaten peace and, and build resilience to radicalism by providing a safe environment for debating controversial issues. We actively promote British Values within our SMSC, and create an environment in which pupils know they are listened to and valued. Pupils are taught to reject violence and cruelty of any kind, be they from animal rights activists, Al Qaeda influenced groups, racist/fascist organisations or any other extremist group.

Racist Incidents: Our policy on racist incidents is set out separately under our Behaviour/Anti-bullying policies. It acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of any racist incidents.

Artificial Intelligence (AI): We recognise that generative artificial intelligence (AI) tools, such as Google Bard and ChatGPT, have many uses. These include enhancing teaching and learning, and helping to protect and safeguard pupils. However, it is crucial to consider the risks carried by AI; for example, facilitating abuse in the form of bullying or grooming or exposing pupils to harmful content. This could be in the form of 'deepfakes', where AI is used to create image, audio or video hoaxes that look real. It is important that all staff are aware of the risks posed by AI tools, and that risk assessments are carried out for all new AI tools used by our school. Any use of AI to access harmful content or bully pupils will be treated in line with this policy and our anti-bullying (countering bullying) policy.

Induction and On-Going Training for all staff, temporary staff, volunteers and the Headmaster and Managing Director in line with WSVPP advice: Our arrangements for the level and focus of role-appropriate and refresher training is in accordance with WSVPP criteria, as required by KCSIE (DfE: currently in force). All staff are provided with copies of key documents which they are required to understand. For staff who cannot read English, our school takes steps to ensure that they understand key information. This includes the active promotion of British values and an understanding of extremism and radicalisation and child exploitation.) including appropriate training so that staff are aware of new and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm.

Pupils who are particularly vulnerable: We recognise that some pupils are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. Using the Department for Education's definition, vulnerable pupils are those who have a 'Child in Need' Plan or a Child Protection Plan, or who are a Looked After Child; those who have an EHCP, young carers and those identified as vulnerable by children's social care, including adopted children. A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant

to a contract or as voluntary work).

In some cases possible indicators of abuse, such as a child's mood, behaviour or injury, might be assumed to relate to the child's impairment or disability rather than giving a cause for concern; or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it. Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

Our staff are alert to those pupils with longer-term medical conditions who are young carers or have special educational needs or disabilities. Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these pupils will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. Here it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to MASH and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Looked After Children: The Managing Director will ensure staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a Local Authority, if they have such children on roll. This includes ensuring that there is a designated member of staff with responsibility for their welfare and progress and educational achievement and ensuring this person has up to date assessment information from the relevant Local Authority to ensure prompt action is taken where necessary to safeguard these children. The designated person will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. This includes the child's social worker and virtual Headmaster, the most recent care plan and contact arrangements with parents, and delegated authority to carers including the child's legal status. In our school this person is the Head of Pastoral Care, Mr Dudley Manning. See: <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Children who are absent from education and Missing Children: (Please also refer to our policy for lost and missing children): Our staff will follow the school's separate procedures for dealing with children who go missing, particularly on repeat occasions (Please see our Missing Children Policy). All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding issues, including neglect, child sexual and child criminal exploitation - particularly county lines. Our response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

Appleford acts to identify any risk of abuse and neglect, including sexual abuse or exploitation. Appleford will put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual trigger such as mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. It may indicate early intervention is necessary to identify the existence of any underlying safeguarding risk and, in the case of absent pupils, to help prevent the risk of them becoming a child missing education in the future. More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE (DfE: currently in force). Appleford School has an admission register and an attendance register.

We will follow-up unexplained absences of any child with a telephone call on the morning of the first day of absence and notify social services if a pupil on a Child Protection Plan is unexplainedly absent for more than two days. Wherever possible, we will hold three emergency contact details for each pupil to make contact with a responsible adult if necessary. Appleford School and the DSL shall also inform the applicable local authority of any pupil who has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the Local Authority (or in default of such agreement, at intervals determined by the Secretary of State). Additionally, the DSL will notify the applicable Local Authority (within which the pupil resides when not at Appleford School) of any pupil who is going to be deleted from the Admission Register where he or she:

- has been taken out of school by his/her parents and are being educated outside the school system e.g. home education;
- has ceased to attend Appleford School and no longer live within reasonable distance of Appleford School;
- has been certified by a doctor as unlikely to be in a fit state of health to attend Appleford School before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend Appleford School after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and Appleford School does not reasonably believe

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he/she will be returning at the end of the period; or has been permanently excluded.

The applicable local authority must be notified as soon as the grounds for deletion are met; it **must** be notified before the pupil's name is deleted from the register. This will assist the local authority in its duty to identify compulsory school age pupils missing in education and follow up with any pupil who might be in danger of not receiving an education, or experiencing abuse or neglect.

Notifiable Incidents: A notifiable incident is an incident involving the care of a child which meets any of the following criteria:

- A pupil has died (including cases of suspected suicide) and abuse or neglect is known or suspected;
- A looked after child has died (including cases where abuse is **not** known or suspected);
- A pupil has been seriously harmed and abuse or neglect is known or suspected;
- A pupil in a regulated setting or service has died (including cases where abuse is **not** known or suspected).

Any such incident should be reported to Ofsted and the DfE are to be informed along with the *Reporting of Injuries, Diseases and Dangerous Occurrences* (RIDDOR) in accordance with the regulations of 2013.

Pupils at risk of running away or going missing: Appleford has a comprehensive Children Missing Education & Missing Children policy, and any staff or volunteer who has concerns that a pupil may be at risk of running away or going missing should alert the DSL at the earliest opportunity. In the event of a pupil going missing or running away, the Missing Child Protocol should be followed. All absences should be accounted for, and registration procedures followed for any pupil not in school without an acceptable reason given.

Pupils being withdrawn from School: If a pupil is withdrawn from the school, all efforts will be made to identify the school to which the pupil is being admitted; their confidential educational and pupil protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to the Education Welfare Service (EWS), unless Appleford has safeguarding concerns about the child in which case it will be MASH.

School website safeguarding statement: To ensure the privacy and safety of pupils where children are named, only their first names are given. Where a pupil is named, no photograph of that pupil is displayed. Where a photograph of is used which shows a pupil, no name is displayed. By observing these points, the school ensures that visitors to the website cannot link images of pupils to names of pupils. When choosing photographs for the website, the school is mindful of the way pupils may appear in them, and will not include images which are in any way inappropriate. Appleford School follows a policy of seeking parent, guardian or carer's permission before using images which show pupils on the website or in the local press. The list showing the pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No private information about pupils is published on the website such as surnames or contact details.

Organisations or Individuals using school premises: The schools may receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the school will follow our safeguarding policy, including informing the DOFA. We ensure that any external organisation who is using our school site adheres to the [Keeping Children Safe in Out-of-school Settings Guidance](#).

Corporal Punishment is prohibited in all cases. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises and applies to all 'members of staff', including all those acting *in loco parentis*, such as unpaid, volunteer supervisors. Where a pupil has been or alleges they have been subject to chastisement through the use of an implement or substance, this will immediately be reported for investigation to the DOFA.

Safeguarding arrangements during mandatory school closures / remote working (such as COVID-19): Appleford School considers safeguarding of critical importance should the school be required to close and will do all it can to protect its pupils and staff, especially those who are vulnerable. This includes arrangements for online/remote learning spaces and online lesson attendance monitoring. Whilst additional arrangements have been established, all the school's policies, rules and guidelines remain in place and adherence to all statutory guidance is expected. We will incorporate any updated advice from the LA about local arrangements, including changes to contact details or referral thresholds etc. Additional detail regarding the behaviour and conduct of both staff and pupils, including our arrangements for remote learning and 1:1 meetings can be found in our Safeguarding Arrangements for Remote Working Policy.

Safeguarding pupils engaged in close, one-to-one teaching: We recognise that children may be more vulnerable when working with

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adults in a close one-to-one teaching provision. Please refer to the *Staff Code of Conduct, Teachers' Standards and Appleford's Working Alone With Children Policy* on how adults can ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, counselling and so on). The *Staff Code of Conduct* is wide-ranging and covers staff/pupils' relationships (including working alone with pupils and reference to the Working Alone with Children Policy) and communications including use of social media, "breach of trust" and expands on the whistle-blowing statement in this policy.

The following guidance and arrangements have been taken from our Staff Behaviour (Code of Conduct) Policy which aim to safeguard pupils in one-to-one teaching situations:

- Staff must conduct themselves professionally in their relationships with pupils, parents and staff and must not behave in a way that could bring the School into disrepute or risk allegations being made;
- Staff must conduct themselves professionally in their relationships with pupils, parents and staff and must not behave in a way that could bring the School into disrepute or risk allegations being made;
- No member of staff should ever be behind a locked door with a child;
- One-to-one meetings should, wherever possible, take place in public or semi-public places such as classrooms or offices. If in classrooms, ensure you are seated so that you and the child can be seen through the visibility panel in the door;
- When in a private meeting with a child or one-to-one session, staff should ensure furniture is positioned to allow easy access into or out of the room and that the glass panel in the door is not obscured;
- Staff should ensure that a meeting is arranged during normal School hours when there are plenty of other people about;
- Staff will avoid sitting or standing in close proximity to the pupil, except as necessary to check work;
- Staff must report any incident that causes you concern to the Designated Safeguarding Lead in accordance with the School's Child Protection Policy, and make a written record (signed and dated); and
- Report any situation where a pupil becomes distressed or angry to the Designated Safeguarding Lead.

Staff Taking Medication or other Substances: Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored and out of the reach of pupils at all times.

Working in Partnership and Responding to Parents and Carers: Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for children. When working with parents and carers, we follow the principles set out in Working Together to Safeguard Children 2023 to ensure parents and carers have the best chance of making changes, and practitioners can make fair and accurate decisions about how to support children and keep them safe. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the School. If preferred, parents may discuss concerns in private with the children form teacher or the Headmaster who will notify the Designated Safeguarding Lead in accordance with these procedures.

Our school operates these safeguarding procedures in line with locally-agreed inter-agency procedures. Our Integrated Safeguarding Portfolio consists of the following legal status documents, related documents and references which have been used in formulating this policy along with the forms required to be completed when referring to Children's Social Care and the DOFA and the Proprietor's annual Safeguarding Audit and Review.

Co-operation with the Local Authority: We cooperate entirely with any investigation carried out by the **Local Authority, including those involving the DOFA, in conjunction with the police. Our policy is in accordance with the** guidance provided in KCSIE (DfE: currently in force) paragraphs 141 – 147.

Confidentiality: We regard all information relating to individual child or adult protection issues as confidential and we only pass information on to appropriate persons. The School will co-operate with MASH and police to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working Together to Safeguard Children (DfE: currently in force). Our staff know they cannot promise confidentiality and that there are other agencies which children can turn to e.g. Childline: 0800 1111.

APPENDIX 1 – TYPES AND SIGNS OF ABUSE AND NEGLECT INCLUDING POSSIBLE INDICATORS

Types of Abuse and Neglect Including Specific Safeguarding Issues: We are aware that abuse, neglect and safeguarding issue are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another Abuse may take place wholly online, or technology may be used to facilitate offline abuse. Issues could include: *Abuse and neglect; Neglect (physical or emotional); Physical abuse; Emotional abuse; Peer abuse; Extremism/radicalisation; Domestic violence; Drug/alcohol* Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.

abuse; Emotional abuse; Abuse of trust; Sexual abuse; Children who sexually abuse; Witnessing domestic abuse or violence; Child sexual exploitation (CSE); Child exploitation and online safety; Pupil sexual exploitation; Pupil exploitation and online safety; Female genital mutilation (FGM); Forced marriages; Fabricated or induced illness; Faith abuse; Safeguarding disabled children; Disability and vulnerability; Honour-based violence vulnerable groups; Bullying including cyberbullying; Vulnerable pupils; Children in need; Child missing education (CME) (Children who run away or go missing); Child missing from home or care; Missing children and adults strategy; Young carers; Cared for children and significant harm; Gangs and youth violence; Gender-based violence/violence against women and girls (VAWG); Hate; Mental health; Private fostering; homeless; family members in prison Preventing radicalisation; Teenage relationship abuse; Sexting; Trafficking. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/ and other government websites:

Abuse and Neglect: *Working Together to Safeguard Children* (DfE: currently in force) defines abuse as a form of maltreatment of a pupil. Somebody may abuse or neglect a pupil by inflicting harm, or by failing to act to prevent harm. All staff at Appleford School are aware that technology is a significant component in many safeguarding and wellbeing issues, specifically that children are at risk of abuse online as well as face to face, and that online and offline incidents may occur concurrently or be interlinked. Children may be abused in a family, or in an institutional or extra-familial contexts by those known to them or, more rarely, by others (e.g. online abuse - any type of abuse that happen on the web, whether through social networks playing online games or using mobile phones). Online abuse by other children can take the form of abusive, harassing, misogynistic/ misandrist messages, the non-consensual sharing of indecent images (especially around group chat) and the sharing of abusive images or pornography to those who do not want to receive such content. Expert and professional organisations are best places to provide up-to-date and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/. Schools and colleges can also access broad government guidance on the issues listed here via the GOV.UK website. To be considered a safeguarding concern or allegation, it is likely that some of the following features may be found (PENS):

- **Physical abuse** – violence, particularly pre-planned/ deliberate; causing injuries such as bruises, broken bones, burns or cuts; forcing others to use drugs or alcohol;
- **Emotional abuse** – also known as psychological abuse; blackmail or extortion; emotional maltreatment; threats and intimidation;
- **Neglect** – 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;
- **Sexual abuse** – indecent exposure/ touching or sexual assaults/ harassment; forcing others to watch pornography or sexting, encouraging other pupils to attend inappropriate parties; photographing or videoing other pupils performing indecent acts and **child sexual exploitation** in which children are sexually exploited for money, power or status.

Our school recognises that safeguarding issues are rarely covered with one definition or label. In most cases multiple issues will overlap with one another. Expert organisations provide guidance and practical support on specific safeguarding issues.

PHYSICAL ABUSE: The nature of physical abuse: 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 by a parent or carer fabricating symptoms of, or deliberately inducing, illness in a child. Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly most of these minor injuries are not cause for major concern. But accidental injuries normally occur on the *ony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally. If a body map is to be used to record physical abuse, they should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school. **Indicators of physical abuse/ factors that should increase concern include:**

- multiple bruising or bruises and scratches/bi-lateral injuries (especially on the head and face including around the mouth); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries; injuries to genital areas;
- recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.
- If a child has an injury to which they cannot explain, where the parent or child is apparently secretive or evasive or if the explanation does not appear to match the injury.

EMOTIONAL ABUSE - Definition: 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 valued only insofar as they meet the

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needs of another person. It may include not allowing a child 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, overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs. It may involve seeing or hearing the ill treatment of another, for example where there is fighting or violence in the home. 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. Staff are provided with [guidance regarding cyberbullying](#).

Indicators of Emotional Abuse: Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

Behaviour: acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc); neurotic behaviour (such as ricking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

The nature of emotional abuse: Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Witnessing someone harming another person – as in domestic violence, can harm children. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations ("I deserve this"); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.

NEGLECT is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Far more children are registered to the category of neglect on child protection plans than to the other categories. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect: The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect include: constant hunger and stealing food; poor personal (including dental) hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; illness or injury untreated and looking sad, false smiles.

Behavioural indicators of neglect include: constant tiredness; frequent absence from school or lateness; or arriving early at

school/leaving late; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies, poor relationships with peers; running away.

SEXUAL ABUSE: The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be committed by anybody, including women and children as well as adult males. Where it comes to our notice that a pupil under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children’s Services and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted infections (STIs); unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain. The concerns listed are not exhaustive. Staff can and should also record and report other concerns about a child, such as general welfare concerns.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): The school recognises that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. Staff recognise that CCE can often be facilitated by technology, including the targeting of young people via social media or the provision of devices in exchange for or to support criminal activity. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children appear with unexplained gifts, money or new possessions; associate with other children involved in exploitation; suffer from changes in emotional well-being; misuse drugs and alcohol; go missing for periods of time or regularly come home late and regularly miss school or education or do not take part in education.

Child sexual exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. We recognise that children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who have older boyfriends or girlfriends; suffer from STIs, display sexual behaviours beyond expected sexual development or become pregnant. Further information on signs of a child’s involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

Characteristics of Child Sexual Exploitation and abuse: it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Specific safeguarding issues: Our staff are aware of safeguarding issues - some of which are listed below. They are aware that

behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. Our staff are aware safeguarding issues manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including Cyber Bullying), gender-based violence/sexual assaults and sexting. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

CHILD-ON-CHILD ABUSE: Our staff are clear as to the school's policy and procedures with regards to child-on-child abuse and we follow KCSIE and WtTSC. See paragraph '**Concerns and allegations of abuse made against other children (Child-on-child Abuse) inclusive of sexting and banter**' for the procedures we take to minimise the risk of child-on-child abuse and how allegations will be investigated and dealt with.

Youth produced sexual imagery (Sexting) - Please refer to our Child-on-child Abuse Policy. *The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. The DfE provides [searching screening and confiscation advice for schools](#). The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).*

Online technology has given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. Youth produced sexual imagery refers to both images and videos where;

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

All incidents of this nature should be treated as a safeguarding concern and in line with the guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'. Sexual imagery of people under 18 can constitute child sexual abuse and should be responded to accordingly. If a member of staff learns of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery. Parents should be informed, unless there is reason to believe that this would put the child at risk of harm. A referral should be made to Children's Social Care or the Police as appropriate. Immediate referral should be made to Children's Social Care/police if;

- the incident involves an adult, the imagery involves sexual acts; the imagery involves anyone aged 12 or under;
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming – **where an immediate risk of significant harm or injury is suspected, the police must be called on 999.**

If none of the above applies then the DSL, in consultation with the Headmaster, will consider if;

- There is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk; there is a significant impact on the children involved;
- the image is of a severe or extreme nature; the child involved understands consent;
- the situation is isolated or if the image been more widely distributed; there are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures. This guidance reflects the UKCCIS Guidance.

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

Removal of sexual images/videos: If the incident involves sexual images or videos that have been circulated online, the victim can be supported to get the images removed through the [Internet Watch Foundation \(IWF\)](#). The IWF will make an assessment of whether

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the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF's Image Hash list.

Upskirting: 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on keeping themselves safe. We provide outdoor safety lessons/assemblies to our pupils to help combat this risk, focusing on building children's confidence and abilities rather than simply warning them about all strangers. For further information, see: www.actionagainstabduction.org and www.clevernevergoes.org.

CHILD CRIMINAL EXPLOITATION - COUNTY LINES: County lines is a term used to describe gangs and criminal networks involved in trafficking illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as or across UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters; have their bank accounts used to facilitate drug dealing.

The school has access to guidance published by the Home Office: [County Lines Toolkit For Professionals](#).

MODERN SLAVERY AND THE NATIONAL REFERRAL MECHANISM (NRM): Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. [Modern slavery: how to identify and support victims](#)

CHILDREN AND THE COURT SYSTEM: Appleford School recognises that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#). They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. We recognise this can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service and this may be useful for some parents and carers.

CHILDREN WITH FAMILY MEMBERS IN PRISON: Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Our staff use information provided by [NICCO](#) provides to support any pupils who have parents in prison, to help mitigate negative consequences for those children.

CYBERCRIME: Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be

committed only by using a computer). We take advice to ensure that our security procedures for our IT infrastructure are effective and should staff have concerns about a child's involvement with cybercrime, they will refer this to the DSL, who may contact the [Cyber Choices Programme](#). We also ensure our systems meet the [Cyber Security Standards](#) – set out by the DfE.

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

Indicators of Honour-based violence: Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the [Multi agency statutory guidance](#) on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

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

Indicators of Honour-based abuse: Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions if HBA is suspected: If staff have a concern regarding a child who may be at risk of HBV they should activate local safeguarding procedures, using national and local protocols for multiagency liaison with Police and Children's Services. In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. **We become concerned if the child or young person** is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

Mandatory reporting duty: Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Teachers **must** personally report to the Police cases where they discover an act of FGM. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school DSL and involve Children's Services as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The Forced Marriage Unit has published multi-agency guidelines - pages 32-36 focus on the role of schools and colleges. Schools and staff can contact the Forced Marriage Unit for advice or information on 020 7008 0151 or email: fmu@fco.gov.uk.

HOMELESSNESS: Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our designated safeguarding lead and deputy DSL are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Staff are still alert to the signs that families of pupils may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should

not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible before they are facing a homelessness crisis.

GANGS AND YOUTH VIOLENCE: We will endeavour to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm.

DOMESTIC VIOLENCE AND ABUSE: The Home Office define domestic abuse as: *"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality"*.

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm. The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Where there is evidence of domestic violence, we will report our concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- [UK domestic-abuse Signs Symptoms Effects](#)
Refuge - [what is domestic violence/effects of domestic violence on children](#)
Safelives - [young people and domestic abuse](#)
[Domestic Abuse Act 2021: Statutory Guidance](#)

We have close links with the Wiltshire Police force, through [Operation Encompass](#), who liaise with the college on matters of domestic violence, also providing advice for staff who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990

BULLYING - Please also refer to our anti-bullying policy which sets out our procedures in order to prevent bullying and to deal with it if and when it occurs within the school. This may be defined as deliberate, repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease in order to frighten into action or inaction. Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc;
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm;
- Emotional: tormenting, ridiculing, humiliating, ignoring;
- Racial: taunts, graffiti and gestures; Religious / cultural;
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments;
- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email.

Signs that may indicate bullying include behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school etc.; a marked drop off in performance; Physical signs e.g. stomach aches, headaches, sleeping difficulties, bingeing on food, cigarettes or alcohol and a money shortage or frequent loss of possessions.

SELF-HARM AND SUICIDAL BEHAVIOUR: Self-harm can be deliberate with the aim of a child just causing themselves an injury, attempted suicide which does not result in end of life or a successful attempt to end life resulting in death. Majority of self-harmers keep

if a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons including: being bullied both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:

- cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not looking after their needs properly emotionally or physically;
- direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- staying in an abusive relationship, taking risks too easily, eating distress (anorexia and bulimia);
- addiction for example, to alcohol or drugs and low self-esteem and expressions of hopelessness.

During a disclosure of self-harm staff should check whether the pupil has ingested anything or has anything on their person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an early help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children's Services.

PRIVATE FOSTERING ARRANGEMENTS: A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Appleford School recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Wiltshire Safeguarding Vulnerable People Partnership of the circumstances.

LOOKED AFTER CHILDREN: The most common reason for children becoming looked after is as a result of abuse and neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility. The designated teacher and Member of the Advisory Board for children looked after will have the appropriate level training to equip them with the knowledge and skills to undertake their role. The designated teacher for children looked after and the DSL have details of the child's social worker and the name and contact details of the Wiltshire Head of Virtual School.

SAFEGUARDING INTERNATIONAL PUPILS: Appleford is aware of the safeguarding implications regarding pupils from overseas who have obtained a Tier 4 Child Pupil Visa. Specifically pertinent are the requirements that:

- Policies and procedures are in place to ensure the safety, wellbeing and protection from exploitation of sponsored pupils;
- All teaching and boarding sites meet legally required standards; and all staff who have access to pupils have a current DBS

This policy therefore covers all pupils at the school, including those who may be here temporarily on exchange visits. The school recognises the particular vulnerabilities of children living in a different country/culture, with possible language barriers and no family close by and provides relevant support where necessary.

TRAFFICKED CHILDREN: Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where the School is made aware of a child suspected of or actually being trafficked/exploited, including being in Private Fostering, the DSL will report our concerns to Children's Social Care. The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Partnership and local authority to ensure our school is a safe place to learn and work.

APPENDIX 2 – MAIN RESPONSIBILITIES OF THE DSL, DEPUTY DSL, PROPRIETOR AND THE HEADMASTER

Main purpose: Our Proprietor ensures that a member of the Senior Leadership Team, is appointed to the role of the DSL and has the appropriate status and authority within our school to carry out the duties of the post including maintaining an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. The Deputy DSL will act as DSL in their absence and otherwise will carry out safeguarding tasks and duties as specified by the DSL in accordance with the details set down below.

The DSL takes **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and

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monitoring systems and processes in place) and this is explicit in the role holder's job description. The DSL has the additional 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 interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. If the DSL is unavailable these duties will be carried out by the Deputy DSL. Whilst the activities of the designated safeguarding lead may be delegated to appropriately to the DDSL, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

Availability: During term time, our designated safeguarding lead (or a deputy) is always available (during school hours) for staff in the school to discuss any safeguarding concerns, either in person or via phone/video call. The school will organise adequate and appropriate cover arrangements for any out of hours/out of school time activities including when the school is closed.

Managing Referrals includes: The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required. (The Headmaster will report to the DOFA for child protection allegations which concern a member of staff or volunteer, the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed);
- support staff who make referrals to local authority children's social care and the Channel programme;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required. NPCC- [When to call the police](#) gives guidance on when to consider calling the police and what to expect when working with the police.

Work with others: The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the three safeguarding partners;
- liaise with the Headmaster to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations (including the requirement for children to have an Appropriate Adult) - [PACE Code C 2019](#);
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) for allegations (DOFA) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, medical staff, IT Technicians, senior mental health and special educational needs co-ordinators (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety): when deciding whether to make a referral by liaising with relevant agencies and so that children's needs are considered holistically;
- liaise with the senior mental health lead and where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children's attendance, engagement and achievement at school;
- work with the Headmaster and other staff, taking lead responsibility for ensuring that the school knows who in its cohort of children currently need a social worker, understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and
- support teaching staff to feel confident to provide additional academic support or reasonable adjustments to help children who need or have needed a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Undertake training, which includes: The DSL and deputy DSLs undergo training specific to be updated every 2 years (including prevent awareness training). In addition, they continually (at least annually) refresh their knowledge and skills to keep up with any role-relevant developments (this might be through e-bulletins, meeting other DSLs or reading safeguarding developments) to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments and 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;
- understand the filtering and monitoring systems the school has in place, ensuring they are compliant with the [Filtering and Monitoring Standards](#) and reviewing these regularly to ensure effectiveness;
- understand when a crime may have been committed and at what stage to contact the police. ([When to call the Police \(NPCC\)](#))

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- 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 the school;
- 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;
- ensure each member of staff has access to and understands the school's 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 needs and young carers; are able to keep detailed, accurate, secure written records of concerns and referrals¹²;
- 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;
- 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.

Information sharing and managing the child protection file: The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date and stored securely. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of (KCSIE: Currently in force). Where children leave the school (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained¹³. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving in order to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness – The Designated Safeguarding Lead will:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually¹⁴ (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school and staff know who these children are, understand their academic progress and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Training, knowledge and skills: The designated safeguarding lead any deputies undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The designated safeguarding lead undertakes Prevent awareness training. This training provides the designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and 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'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 disabilities (SEND), those with relevant

¹² NMS for RSS 5.1

¹³ NMS for RSS 8.1

¹⁴ NMS for RSS 1.4

health conditions and young carers;

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing and the three safeguarding partners, agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school 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;
- can recognise additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND 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 may put in place to protect them.

In addition to the formal training set out above, we give time for their knowledge and skills be refreshed (this might be via e- bulletins, meeting other designated safeguarding leads, or through reading and digesting safeguarding developments) at regular intervals, as required, and at least annually, supporting the DSLs' understand and keeping up with any developments relevant to their role.

Responding to specific needs and harms: Such training should give the designated safeguarding lead the knowledge and skills to identify, understand and respond to specific needs that can increase the vulnerability of children.

Understanding processes and procedures: Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, in order to:

- understand the assessment process for providing early help and statutory services, including local criteria for action and 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 and
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children.

Providing support to staff: Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure staff have access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- ensure that staff are supported during the referrals processes and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Holding and sharing information: The critical importance of holding, using and sharing information effectively is set out in (Parts one and two of KCSIE (DfE: currently in force), and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and/or colleges on transfer including in-year and between primary and secondary education, and with the three safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection regulations, especially the Data Protection Act 2018 and General Data Protection Regulation;
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this.

In line with KCSIE (DfE: currently in force) when pupils leave our school, the DSL ensures their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the pupil arrives. The designated safeguarding lead (DSL) ensures secure transit, and confirmation of receipt is to be obtained. This is transferred separately from the main pupil file. The receiving school or college should ensure key staff such as the DSL and special educational needs co-ordinators (SENCOs) or the named persons with oversight for special educational need and disabilities (SEND) in a college are aware as required.

Proprietor: The Proprietor, who is also The Managing Director, receives from the DSL a safeguarding report at each meeting has a corporate responsibility for all safeguarding matters relating to the pupils of the school. This includes specific responsibilities for ensuring that all who are employed, supply services or volunteer at the school, are informed of the content of this policy and any

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reviews and updates. To this end, the Proprietor will:

- liaise with the senior leadership of the school, the DSL and Deputy DSL, holding them to account on matters relating to safeguarding¹⁵ and also liaise with the LSCP and DOFA as and when required by this policy;
- with the DSL, jointly produce the written annual review/audit and report where the minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review, which is shared with the local authority;
- check the staff's understanding and implementation of the policy, ensuring that they are all aware of the referral process and how to implement safeguarding protocols;
- monitor the policy, procedures and the efficiency with which they are implemented;
- ensure that there are clear job specifications for the DSL and Deputy DSL who have the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority;
- find out, on each visit to the school¹⁶, if the policy is known in practice by talking to a number of staff and volunteers right across the school to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child;
- review how children are taught about safeguarding, including online, through the curriculum and PSHEE;
- ensure the school contributes to interagency working in line with the Working Together to safeguard children (DfE: currently in force) through effective communication and cooperation with local agencies.

The Headmaster and DSL will ensure that the safeguarding and child protection policy and procedures adopted by the Proprietor are implemented and followed by all staff and:

- allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively;
- that reporting wrongdoing by staff in the workplace that does not involve safeguarding and welfare of pupils is dealt with in accordance with the school's Whistleblowing procedures;
- provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith; ensure that pupil's safety and welfare are addressed through the curriculum and be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers.

APPENDIX 3 – THE ROLE OF THE WILTSHIRE COUNCIL DESIGNATED OFFICER FOR ALLEGATIONS (DOFA)

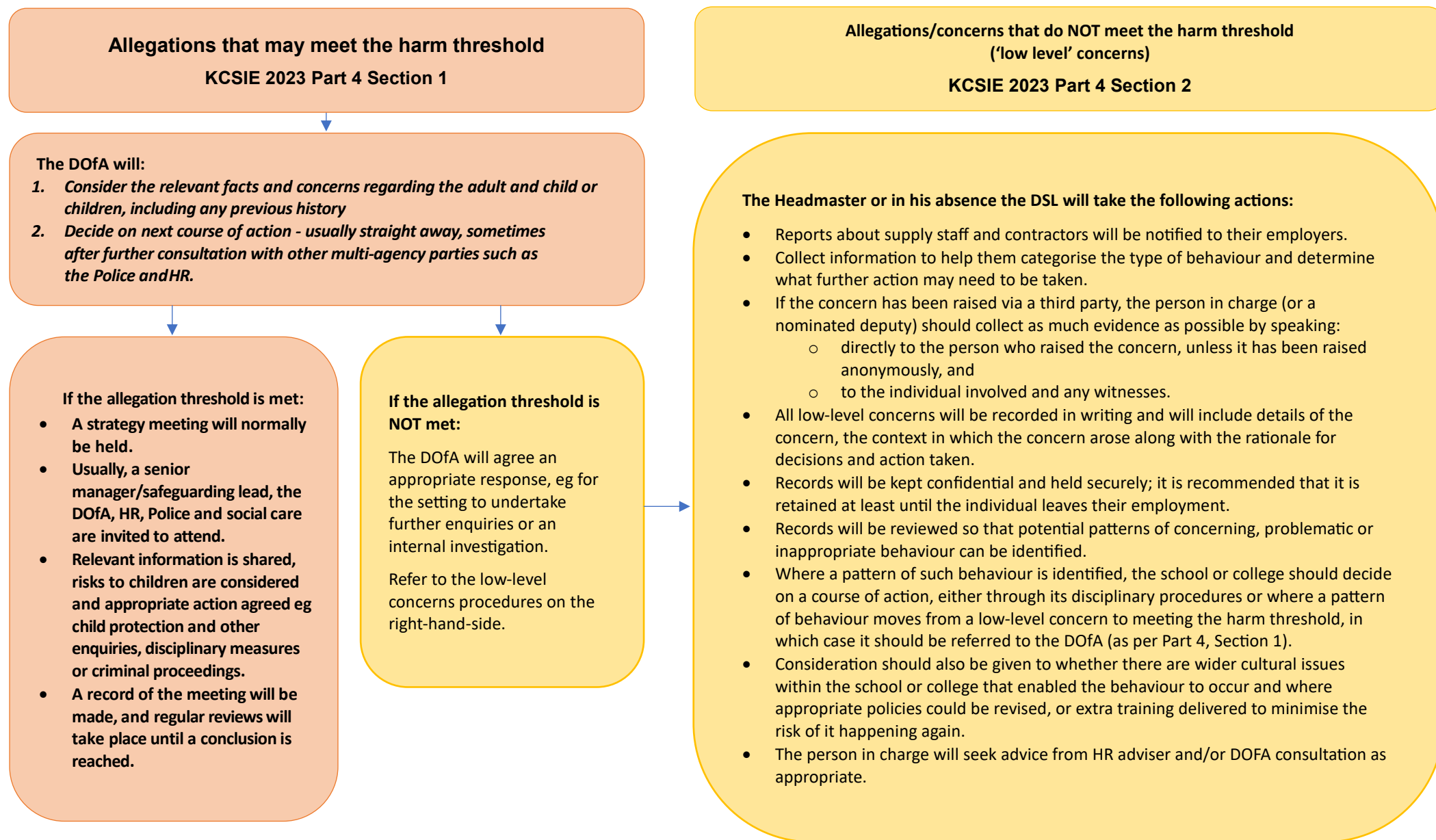
The role of the DOFA is set out in *Working Together to Safeguard Children* (DfE: currently in force) and is governed by the Authorities duties under section 11 of the Children Act 2004 and Local Safeguarding Partnership Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed. The DOFA is involved from the initial phase of the allegation through to the conclusion of the case. The DOFA is available to discuss any concerns and to assist the Appleford in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child. The DOFA must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has behaved in a way that has harmed, 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 indicated they may pose a risk of harm to children. The DOFA is responsible for:

- providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers; managing and overseeing individual cases from all partner agencies;
- ensuring the child's voice is heard and that they are safeguarded;
- ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made; monitoring the progress of cases to ensure they are dealt with as quickly as possible and
- recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

¹⁵ NMS for RSS 2.1

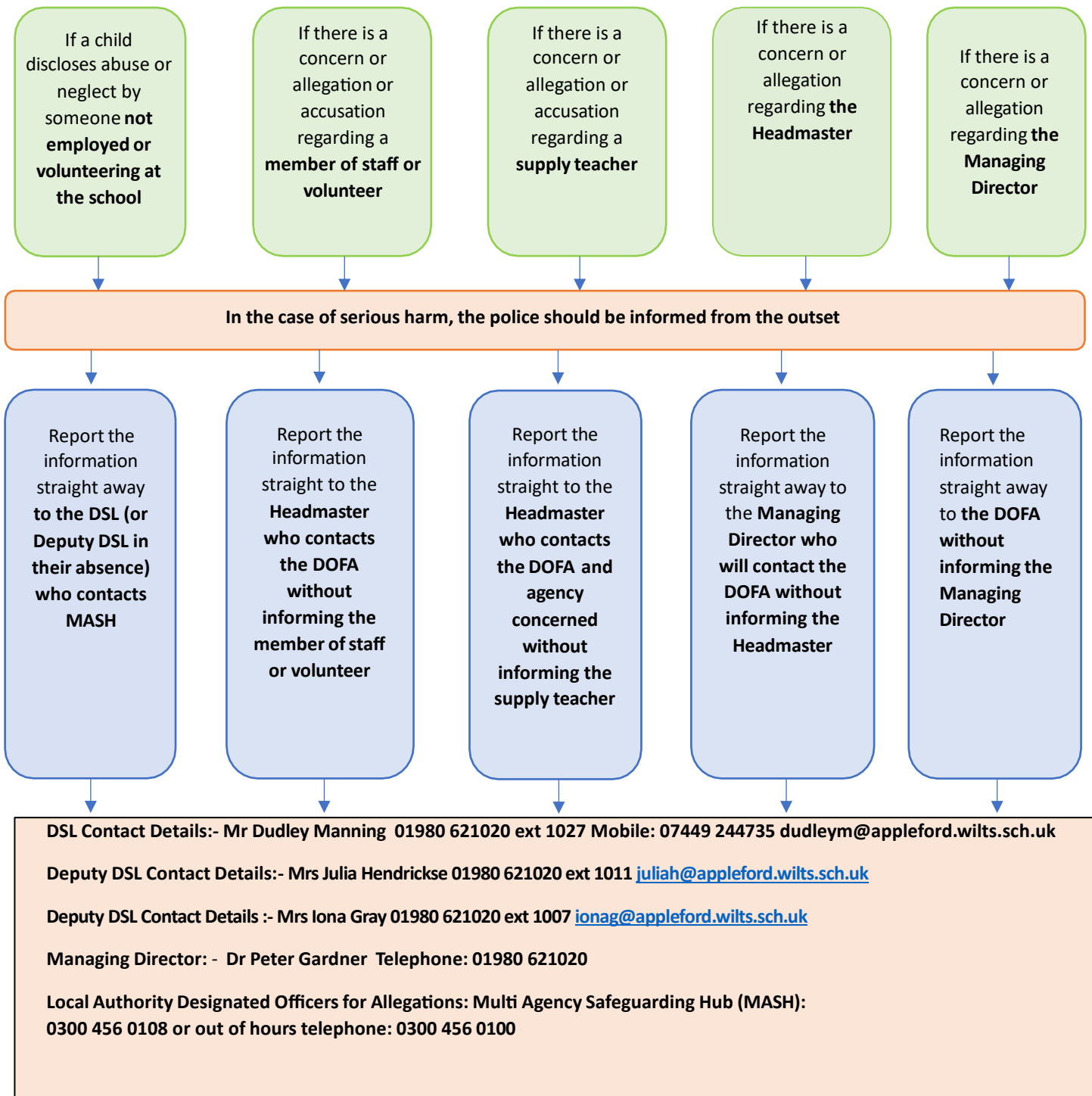
¹⁶ NMS for RSS 2.2

APPENDIX 4 - DETERMINING WHETHER ALLEGATIONS MEET THE HARM THRESHOLD



APPENDIX 5 – SAFEGUARDING CONCERNS OR ALLEGATION OF ABUSE ON A CHILD

The following safeguarding procedures apply where you become aware a member of staff/volunteer has, or a child discloses to you that an adult has behaved in a way that has, 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 they may pose a risk of harm to a child.



Keeping Children Safe in Education (DfE: currently in force) makes it clear that anybody can make a direct referral to MASH including the DOFA and other external agencies.

APPENDIX 6 – WHERE A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, THE FOLLOWING SEQUENCE OF EVENTS SHOULD BE ADHERED TO

The following safeguarding procedures apply where you become aware a member of staff/volunteer has, or a child discloses to you that an adult has behaved in a way that has, 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 they may pose a risk of harm to a child.

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that he/she is not to blame. Tell the child that you know how difficult it must have been to confide in you.

Listen to what the child has to say and take them seriously; stay calm and reassure the child but advise that you cannot promise confidentiality or to keep a secret (as this may not ultimately be in the child's best interest). Do not make promises you cannot keep. If there is a requirement for immediate medical intervention, assistance should be called for. A suggested form of words that may help when talking to children and which will likely need to be simplified for some of our pupils are as follows: *"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."* Tell the child what you are going to do next after the disclosure.

When talking to the child, do not interview the child and keep questions to a minimum. Do not display shock or disbelief. Encourage the child to use his/ her words and do not ask leading questions, interrupt their dialogue, or make assumptions which might give particular answers. Do not repeat the disclosure over and over or ask the child to repeat it other than to clarify what is being said. Seek consent from the child to share any information disclosed but should consent not be given, an explanation can be given as to why the DSL must be told. When the child has finished speaking, do not leave the child alone, but speak to someone who can help keep the child safe, that person should **not** speak to the child about the situation, but should offer comfort and reassurance that the right steps have been taken.

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child (as much as possible in the child's own words) and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. **Record in writing** the child's name, address and date of birth along with the child's behaviour and emotional state, who else was present at the time of the disclosure. Sign (with time and date) all notes made and give them to the DSL. Call for immediate assistance from the DSL or deputy DSL or follow the procedures for allegations against staff, volunteers, and Managing Director. The DSL (or other responsible person within the scope of this policy) will then deal with the matter. The official school safeguarding form should also be completed by the person who receives the allegation and forwarded to the DSL.

Do not take responsibility for investigating the allegation yourself, as investigation is the sole statutory responsibility of Children's Services and/or the police. Reassure the child that the matter will be dealt with. Do not approach or inform the alleged abuser. Immediately inform the DSL so any required action can be taken to protect the pupil. The DSL will consider the information and decide on the next steps. In any case, only inform necessary people and do not speak in any way about the fact or the content of the disclosure. Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.

Never take photographs of injuries or examine marks and injuries solely to assess whether they may have been caused by abuse or investigate or probe, aiming to prove or disprove possible abuse. Do not assume that someone else will take the necessary action. Do not speculate or accuse anybody, confront another person (adult or child) allegedly involved, offer opinions about what is being said or about people allegedly involved or forget to record what you have been told. **Never** fail to pass on the information onto the correct person or ask a child to sign a written copy of the disclosure or a 'statement'.

A child protection guide cue card

We are committed to safeguard and promoting the welfare of all at our school.

A code of good practice for staff and volunteers designed for you to keep with you – Carry it.

A Code of Practice is intended to provide a readily accessible reference promoting the principle of our Child Protection Policy. What happens if:

You suspect a child is being abused or neglected:

1. Immediately inform the Designated Safeguarding Lead (DSL).
2. Record and date any facts which are relevant to your concern and pass these onto the DSL.

Do not investigate the issue yourself.

A child discloses to you abuse by someone else

Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.

Reassure the child that 'it is not their fault' and that they were right to tell you.

Record in the child's own words details of the disclosure and refer this immediately to the DSL. Do not investigate the issue yourself.

You receive an allegation about a member of staff or yourself

Immediately inform the Headmaster of the allegation.

Record and date the details of the allegation in writing.

Do treat everyone with respect

Do provide an example of behaviour you wish others to follow

Do plan activities which involve more than one other person being present, or at least which are within hearing of others

Do respect a young person's right to personal privacy

Do provide access for young people to talk to others about any concerns they may have.

Do recognise, and allow for, the special needs of young people with disabilities and learning difficulties

Do encourage young people with disabilities and learning difficulties

Do encourage children and adults to point out attitudes and behaviour that they do not like

Do avoid inappropriate physical or verbal contact with young people

Do remember that someone else might misinterpret your actions

Do respect the cultural, religious and ethnic backgrounds of others

Do recognise that caution is required even in sensitive moments of counselling

Do avoid situations that compromise your relationship with young people

Do NOT permit abusive peer activities (e.g. bullying racism or others)

Do NOT judge or jump to conclusions about others

Do NOT show favouritism to any individual

Do NOT be drawn into attention seeking behaviour, such as crushes/tantrums

Do NOT make inappropriate remarks or gestures **Do NOT** rely on good reputation

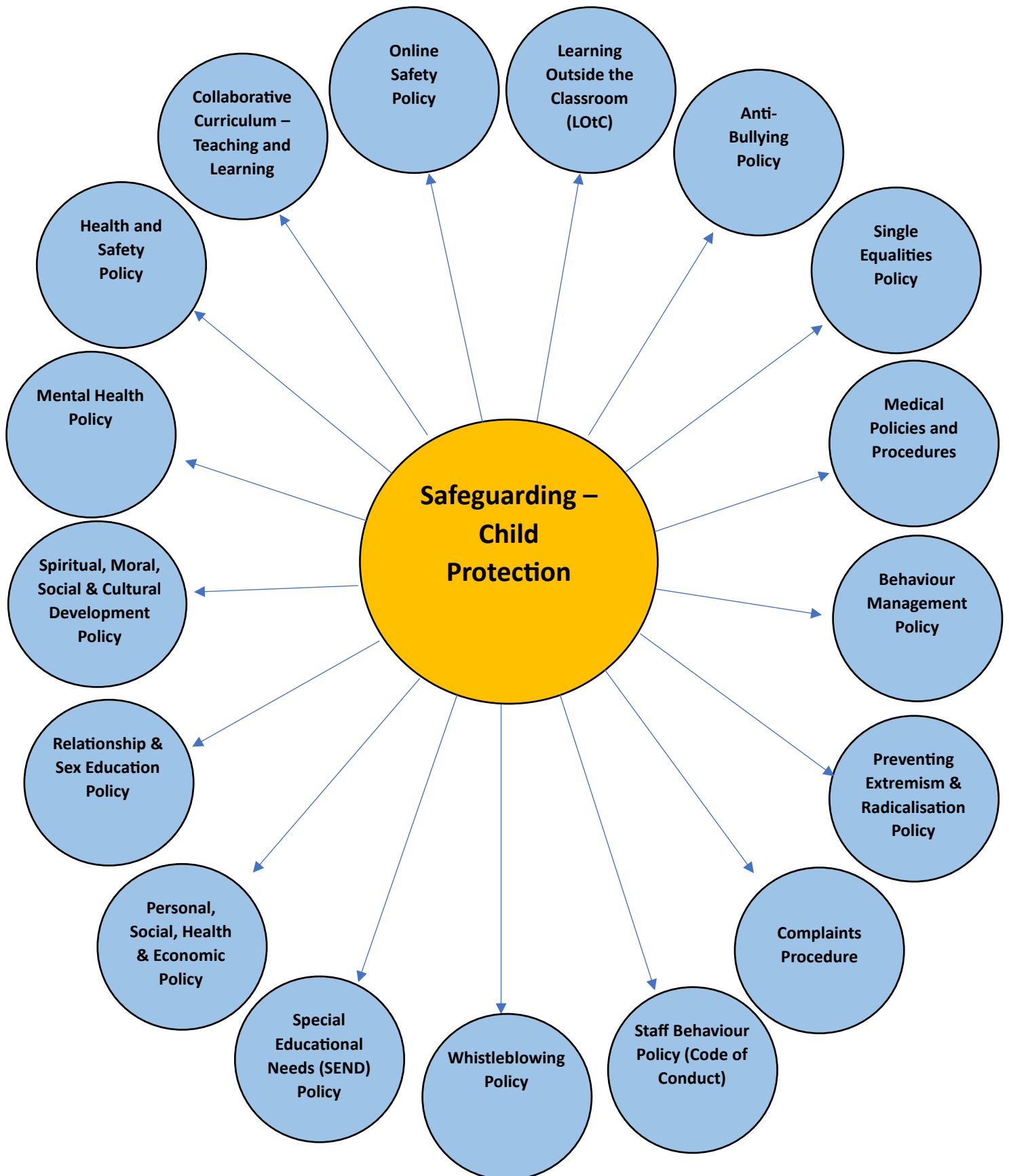
Do NOT believe 'it could never happen to me'

Do NOT interview or meet with children in private or outside of school **Do NOT** let concerns or allegations of abuse go unrecorded

Do NOT play physical contact games with young people.

APPENDIX 8: THE ORGANISATION AND RELATIONSHIP OF SAFEGUARDING AND PASTORAL CARE POLICIES AND PROCEDURES AT APPLEFORD SCHOOL

Ensuring that our community is collectively responsible and able to ensure that we keep our pupils safe at all times is the fundamental aim for our school. Appleford School has developed a series of policies and procedures that are intended to support this endeavour. The following diagram illustrates the inter-relationship of these policies.



Related legislation and key documents

Part 3, paragraphs 7 (a) and (b) of the [Education \(Independent School Standards\)\(England\)\(Amendment\) Regulations](#) (ISSR) currently in force; also in compliance with *Part 4 of the ISSR* with reference to the appointment of the Proprietor, all staff, external providers and volunteers inclusive of completion of the Single Central Record (SCR) otherwise referred to as the Centralised Register to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

[Keeping Children Safe in Education](#) (KCSIE) (DfE: Currently in force)

KCSIE also refers to the non-statutory advice for practitioners: [What to do if you're worried a child is being abused](#) (HM Government) [Working Together to Safeguard Children](#) (WtTSC) (Inter-agency working) (HMGovt:: 2023)

[Children Act 1989 \(and 2004 update\)](#): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47). [The Children ACT 1989 guidance and regulations](#) (DfE: Volume 2, June 2015)

[Education Act 2002](#) - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

[Sexual Offences Act 2003](#) - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

[Information Sharing – Department for Education \(DfE\) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2023](#) This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

[Counter-Terrorism and Security Act 2015 \(the CTSA 2015\)](#), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty

[Mental health and behaviour in schools \(2018\)](#) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools. [Counselling in schools: a blue print for the future](#) (February 2016) [Promoting and supporting mental health and wellbeing in schools and colleges](#) (September 2022)

[The Safeguarding Vulnerable Groups Act \(2006\)](#) Section 53(3) and (4) of this applies to schools if they broker pupil accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

[The Teachers’ Standards \(2021\)](#) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

[Children Missing Education \(2016\)](#) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

[Sexual violence and sexual harassment between children in schools and colleges \(2021\)](#) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

[Preventing and Tackling Bullying \(2017\)](#) Advice for schools on effectively preventing and tackling bullying.

[Behaviour and Discipline in Schools \(2016\)](#) Advice for headteachers and school staff on developing school behaviour policy, including an overview of their powers and duties.

[Behaviour in schools](#) (September 2022)

Further Guidance and Resources as are relevant:

[Mandatory Reporting of Female Genital Mutilation – procedural information](#) (December 2016)

The following list is not exhaustive but does provide a useful starting point.

Abuse –

[Supporting practice in tackling child sexual abuse - CSA Centre](#) [Expertise on Pupil Sexual Abuse](#) [What to do if you're worried a child is being abused – DfE advice](#) [Domestic abuse: Various Information/Guidance - Home Office \(HO\)](#) [Faith based abuse: National Action Plan - DfE advice](#)

[Disrespect NoBody campaign - GOV.UK](#) - Home Office website paper [Together we can stop child sexual abuse](#) – HM Gov.

[Child sexual exploitation and children missing from home, care or education: Ofsted targeted inspection advice](#) (HM Govt: 14 January 2016)

[Sexual Offences Act 2003](#) (HM Government: 2003); [Definition of child sexual exploitation](#) (February 2016)
[Sexual violence and sexual harassment between children in schools and colleges](#) (DfE: September 2021)
[Child sexual exploitation gangs and children missing from home, care or education](#) (January 2017)
[CSE Guidance Core Document](#) (February 2017); [Safer working practices for those working with children](#) (May 2019)
[UKCCIS sexting advice](#);
[Child Abuse and Neglect \(NSPCC\)](#) (February 2018), [When to Call the Police \(NPCC\)](#) (May 2020)
[Help, protection, education: concluding the Children in Need review \(June 2019\)](#)

Bullying –

[Preventing bullying including cyberbullying](#) - DfE advice

Children Missing from Education, Home or Care

[Children missing education](#) - DfE statutory guidance [Children missing from home or care](#) - DfE statutory guidance [Trafficking: safeguarding Children](#) - DfE and Home Office guidance; [Modern slavery: how to identify and support victims –Child exploitation disruption toolkit](#) - HO statutory guidance; [County Lines Toolkit For Professionals](#) - The Children's Society [Working together to improve school attendance](#)

Confidentiality –

[Gillick competency Fraser guidelines](#) - Guidelines to help with balancing Children's rights along with safeguarding

Drugs

[Drug strategy 2021](#) - Home Office strategy [Information and advice on drugs](#) - Talk to Frank website [Drug and Alcohol education – teacher guidance & evidence review](#) – PSHE Association

“Honour Based Abuse” inc. Forced Marriage and FGM –

[Female genital mutilation: multi agency statutory guidance](#) - DfE, DoH, HO [Forced marriage - FGM resource pack](#) –

Health and Wellbeing

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England

[Supporting pupils at schools with medical conditions](#) - DfE statutory guidance [Mental health and behaviour in schools](#) - DfE advice;
[Overview - Fabricated or induced illness](#) - NHS advice

[Government information sharing advice](#) - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

[Information Commissioner's Office: Data sharing information hub](#)

Online Safety Advice

[Childnet](#) provide guidance for schools on cyberbullying

[Filtering and monitoring standards for schools and colleges](#) (DfE: 2023)

[Educate against hate](#) provides practical advice and support on protecting pupils from extremism and radicalisation [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety for schools](#) provides advice, templates, and tools on all aspects of online safety arrangements [Safer recruitment consortium](#) “guidance which may help ensure staff behaviour policies are robust and effective [Searching screening and confiscation](#) advice on searching pupils and confiscating items such as mobile phones [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Cyber security standards for schools and colleges](#) (DfE: 2023)

[Online Safety Audit Tool](#) from UK Council for Internet Safety

Online Safety Remote Education, Virtual Lessons and Livestreaming

[Guidance Get help with remote education](#) h other resources and support for teachers and school leaders [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies [London Grid for Learning](#) guidance, including platform specific advice

[National cyber security centre](#) guidance on configuring and deploying video conferencing; [UK Safer Internet Centre](#)

Online Safety Support for Pupils

[Childline](#); [UK Safer Internet Centre](#) to report and remove harmful online content [CEOP](#) for advice on making report

Private Fostering

[Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

[Prevent duty guidance](#)- Home Office; [Prevent duty: additional advice for schools and pupilcare providers](#) ; [Educate AgainstHate website](#);
[Prevent for FE and Training](#) - Education and Training Foundation (ETF)[Extremism and Radicalisation Safeguarding Resources](#) –

Resources by London Grid for Learning

[Managing Risk of Radicalisation in your education setting](#) (DfE: September 2023)

[The Prevent duty: support for those working in education with safeguarding responsibilities](#) (DfE: September 2023)

[The use of social media for on-line radicalisation](#) (July 2015)

Serious Violence

[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office [Youth Endowment Fund](#) – Home Office; [Gangs and youth violence: for schools and colleges](#) - Home Office advice [Tackling violence against women and girls strategy](#); [Violence against women and girls: national statement of expectations for victims](#) -

Sexual Violence and Harassment Specialist Organisations

[Barnardo's](#) ; [Lucy Faithful Foundation](#) - UK-wide child protection charity dedicated to preventing pupil sexual abuse. [Marie Collins Foundation](#) –works directly with pupils, and families to enable their recovery following sexual abuse. [NSPCC](#) - specialising in child protection with statutory powers to safeguard children at risk of abuse.

[UK Safer Internet Centre](#) -advice and support to pupils, young people, parents, carers a about staying safe online.

Harmful Sexual Behaviour

[Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) for information, advice, and details of local specialist sexual violence [NICE guidance](#) developing interventions working with families and carers; and multi-agency working.

[HSB toolkit](#) The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals

[NSPCC Learning: Protecting pupils from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#); [Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) self- assessment toolkit and guidance

[Preventing harmful sexual behaviour in pupils - Stop It Now](#) provides a guide for parents, carers and professionals

Support for Victims

[Anti-Bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and schools. [Rape Crisis](#) - services to support people who have experienced rape, pupil abuse or any kind of sexual violence.

[The Survivors Trust](#)- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and pupil sex abuse; [Victim Support](#) - Supporting pupils and young people who have been affected by crime; [Childline](#) provides free and confidential advice for pupils and young people.

Toolkits

[ask AVA](#) - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.

[NSPCC](#) - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children. [NSPCC](#) - Resources which help adults respond to pupils disclosing abuse.

NSPCC also provides free and independent advice about HSB: [NSPCC - Harmful sexual behaviour framework Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) - Peer-on-Peer Abuse [Contextual Safeguarding Network](#) – self-assessment toolkit for schools to assess their own response to HSB.

[Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.

[Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds. [Childnet - Step Up, Speak Up](#) a to online sexual harassment amongst young people aged 13-17.

[NSPCC - Harmful sexual behaviour framework](#) An evidence-informed framework for pupils and young people displaying HSB.

[Contextual Safeguarding Network – Beyond Referrals - Schools](#) levers for addressing HSB in schools.

Sharing Nudes and Semi-nudes - [London Grid for Learning-collection of advice](#) - information and resources re the sharing of nudes and semi-nudes. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with pupils and young people](#) - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for Parents/ Carers - NCA CEOP [Thinkuknow](#): what pupils may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to [support positive sexual behaviour](#)