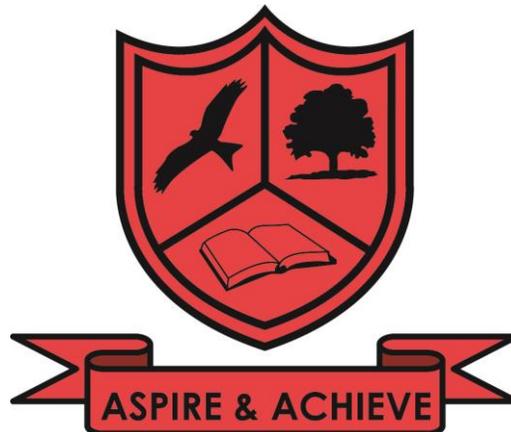


The Highcrest Academy



Safeguarding Policy

*There **has been** a change to the policy and this policy has now been reviewed in March 2018*

Approved by Pupil Welfare Committee: 21 March 2018

Signed by Chair of Committee: S Jollands

Ratified by the Full Board of Governors on: 11 July 2018

Signed Chair of Governors: C Turner

Review Date: Annually from above date

This is to be read in conjunction with the Child Protection Policy,
and Code of Confidentiality Policy.

Policies & British Values

In line with our mission statement, The Highcrest Academy believes in equal opportunities for all. A fully rounded education will equip our pupils properly for the challenges of twenty first Century life. We acknowledge the expectation that the key British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, will be routinely emphasised as part of academy life, both inside and outside the classroom. It is the expectation that all our pupils will leave the academy prepared to serve the community positively, fully enriched with a balanced view of society and its differences. This encompasses the UNCRC's rights for the child.

This policy reflects the UNCRC's article numbers:

Article 1	definition of the child
Article 2	non discrimination
Article 3	best interests of the child
Article 8	protection and preservation of identity
Article 9	separation from parents
Article 11	abduction and non-return of children
Article 12	respect for the views of the child
Article 16	right to privacy
Article 18	parental responsibilities and state assistance
Article 19	protection from violence, abuse and neglect
Article 20	children unable to live with their family
Article 24	health and health services
Article 27	adequate standard of living
Article 31	leisure, play and culture
Article 32	child labour
Article 33	drug abuse
Article 34	sexual exploitation
Article 35	abduction, sale and trafficking
Article 36	other forms of exploitation
Article 37	inhumane treatment and detention
Article 39	recovery from trauma and reintegration

THE HIGHCREST ACADEMY

Safeguarding Policy

1. Introduction

All adults who come into contact with children and young people in their work have a duty of care¹ to safeguard and promote their welfare in accordance with 'Keeping Children Safe in Education' September 2016.

The Children Act 2004, through the Stay Safe outcome of the Every Child Matters Change for Children programme², places a duty on organisations to safeguard³ and promote the well-being of children and young people. This includes the need to ensure that all adults who work with or on behalf of children and young people in these organisations are competent, confident and safe to do so.

The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children and young people in care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event but, when they occur, they are inevitably distressing and difficult for all concerned. Equally it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people and ensure that the adults working with them are safe to do so.

Some concerns have been raised about the potential vulnerability of adults in this area of work. It was suggested that there was a need for clearer advice about what constitutes illegal behaviour and what might be considered as misconduct. This document has been produced in response to these concerns.

¹ The duty which rests upon an individual to ensure that all reasonable steps are taken to ensure the safety of a child or young person involved in any activity, or interaction for which that individual is responsible. Any person in charge of, or working with children and young people in any capacity is considered, both legally and morally, to owe them a duty of care.

² www.everychildmatters.gov.uk.

³ "Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes." Keeping Children Safe in Education, September 2016.

This policy should be read in conjunction with:

- Child Protection policy
- Working Together to Safeguard Children 2015 (February 2017 version)
- Keeping Children Safe in Education 2016
- School Online Safety policy
- Highcrest's Code of Conduct policy
- Staff Acceptable Use policy

It was written by a team of individuals from various backgrounds who are knowledgeable about allegation procedures and the circumstances in which allegations might arise and provides practical guidance for anyone who works with, or on behalf of children and young people regardless of their role, responsibilities or status. It seeks to ensure that the duty to promote and safeguard the wellbeing of children is, in part, achieved by raising awareness of illegal, unsafe and inappropriate behaviours, which could happen anywhere.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that this guidance cannot cover all eventualities. There may be times when professional judgments are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances adults will always advise their senior colleagues of the justification for any such action already taken or proposed.

It is also recognized that not all adults who work with children and young people work as paid or contracted employees. The principles and guidance outlined in this document still apply and should be followed by all adults whose work brings them into contact with children and young people.

The guidance contained in this document has due regard to current legislation and statutory guidance.

Everyone working with children and young people should be familiar with local procedures and protocols for safeguarding the welfare of children and young people. Adults have a duty to report any child protection or welfare concerns to the Designated Safeguarding Team at The Highcrest Academy.

2. Purpose of Guidance

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts. The guidance aims to:

- keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided.

- assist adults working with children to work safely and responsibly and to monitor their own standards and practice.
- support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided.
- support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- support safe recruitment practice.
- minimise the risk of misplaced or malicious allegations made against adults who work with children and young people.
- reduce the incidence of positions of trust being abused or misused.

Employers should be familiar with, and know how to access, their Local Safeguarding Children's Board's policy and procedures for managing allegations against staff.

3. Duty of Care

Teachers and other education staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm.

This means that adults should:

- have read and understood 'Keeping Children Safe in Education' (September 2016), recognising their duty to keep children and young people safe and to protect them from sexual, physical and emotional harm .
- protect all students from the immediate risks of Female Genital Mutilation (FGM), forced marriages, and child sexual exploitation, immediately referring any concerns to the Child Protection Team/Designated Safeguarding Lead (DSL).
- have an increased awareness that looked-after children are particularly vulnerable regarding safeguarding matters.
- understand the responsibilities which are part of their employment/role and be aware that sanctions will be applied if these provisions are breached.
- always act and be seen to act in the child's best interests.
- avoid any conduct which could lead any reasonable person to question their motivation and intentions.
- take responsibility for their own actions and behaviour.

4. Confidentiality

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities.

This means that staff:

- are expected to treat information they receive about children and young people in a discreet and confidential manner.
- who have any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff.
- need to be cautious when passing information to others about a child/young person.
- should not take any personal information about a child out of school.
- should not take photographs of any pupil on any personal mobile device.

5. Making a Professional Judgment

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff.

This means that where no specific guidance exists staff should:

- discuss the circumstances that informed their action, or their proposed action, with a member of the Safeguarding Team. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted.
- always discuss any misunderstanding, accidents or threats with a member of the Safeguarding Team.
- always record discussions and actions taken, together with their justifications, without questioning the child or being judgmental, and pass this immediately to the Safeguarding Team.

6. Power & Positions of Trust

As a result of their knowledge, position and/or authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

This means that adults should not:

- engage in sexual activity with, or in the presence of, that child, or to cause or incite that child to engage in or watch sexual activity.
- use their position to gain access to information for their own advantage and/or a child's or family's detriment.
- use their power to intimidate, threaten, coerce or undermine a child/children.
- use their status and standing to form or promote relationships with children, which are of a sexual nature, or which may become so.
- meet, socialise or regularly interact with pupils or ex-pupils outside of regular school hours.

7. Propriety & Behaviour

All members of staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people.

This means that adults should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.
- make sexual remarks to a pupil (including email, text messages, phone or letter).
- discuss their own sexual relationships with, or in the presence of, pupils.
- discuss a pupil's sexual relationship in inappropriate settings or contexts.
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or which might be interpreted as such.

8. Dress & Appearance

A person's dress and appearance are matters of personal choice and self-expression. However, members of staff should consider the manner of dress and appearance appropriate to their professional role, which may be different from that adopted in their personal life.

This means that adult should wear clothing which:

- promotes a positive and professional image .

- is appropriate to their role.
- may not be viewed as offensive, revealing or sexually provocative.
- does not distract, cause embarrassment or give rise to misunderstanding.
- is absent of any political or otherwise contentious slogans .
- may not be considered discriminatory.

9. The Use of Personal Living Space

No young person should be invited to a home of a member of staff in the school.

10. Gifts, Rewards & Favouritism

Staff should be aware of their Authority's guidance and/or school's policy, including arrangements for the declaration of gifts received and given.

This means that adults should:

- ensure that gifts received or given in situations which may be misconstrued are declared to a member of the Safeguarding Team.
- generally, only give gifts to an individual young person as part of an agreed reward scheme.
- where giving gifts other than as above, ensure that these are of insignificant value and given to all children equally.

11. Infatuations

Members of staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned.

This means that adults should:

- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff on the Staff Incident Recording Sheet.

12. Communication with Children & Young People (Including the Use of Technology)

This means that, where no specific guidance exists, adults should

- discuss the circumstances that informed their action, or their proposed action, with a Senior Manager, or with the parent/carer if not working for an

organisation.

- report any actions which could be misinterpreted to a member of the Safeguarding Team.
- always discuss any misunderstanding, accidents or threats with a member of the Safeguarding Team.
- always record discussions, remembering not to question or show emotion when listening to the pupil.
- record any areas of disagreement about course of action taken and, if necessary, referred to a higher authority.
- ensure they have copies of records which confirm decisions, discussions and reasons why actions were taken.
- ensure that any films or material shown to children/young people are age-appropriate.

This means that adults should not:

- display or distribute images of children unless they have written consent to do so from parents/carers and have checked with School Consent Forms.
- use images which may cause distress.
- use mobile telephones to take images of children.
- take images "in secret", or take images in situations that may be construed as being secretive.

13. Social Contact

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Adults should be aware that social contact in certain situations can be misconstrued as grooming.

This means that adults should:

- have no secret social contact with children and young people or their parent/guardian.
- consider the appropriateness of the social contact according to their role and nature of their work.
- always approve any planned social contact with children or parent/guardian with senior colleagues.

- advise a member of the Safeguarding Team of any social contact they have with a child or a parent/guardian with whom they work.
- report and record any situation which may place a child at risk, or which may compromise the school or their own professional standing.
- be aware that the sending of personal communications, such as birthday or faith cards, should always be recorded and/or discussed with Line Manager prior to it being sent.
- understand that some communications may be called into question and need to be justified.
- always seek approval of any planned social contact with a member of the Safeguarding Team, for example when it is part of a reward scheme or pastoral care programme.
- advise a member of the Safeguarding Team of any regular social contact they have with a pupil which may give rise to concern.
- report and record any situation which they feel might compromise the school or their own professional standing.

14. Sexual Contact with Young People

Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal.

This means that adults should:

- not pursue sexual relationships with children and young people, either in or out of school.
- avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative, ie: verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.
- make sexual remarks to, or about, a child/young person.
- discuss their own sexual relationships with or in the presence of children or young people.
- ensure that their relationships with children and young people clearly take place within the boundaries of a respectful professional relationship.
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

15. Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

This means that adults should:

- be aware that even well-intentioned physical contact may be misconstrued by the child, an observer, or by anyone to whom this action is described.
- never touch a child.
- always be prepared to explain actions and accept that all physical contact should be open to scrutiny.
- never indulge in horseplay, tickling or fun fights.

This means that schools should:

- ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by the Safeguarding Team.
- provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care.
- make staff aware of the DofE guidance in respect of physical contact with pupils and meeting medical needs of children and young people in school.

16. Physical Education & Other Activities Which Require Physical Contact

This means that adults should:

- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact, perhaps involving another member of staff or a less vulnerable pupil in the demonstration.
- be familiar with, and follow, recommended DofE guidance.
- always explain to a pupil the reason why contact is necessary and what form that contact will take.

17. Behaviour Management

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools.

This means that adults should:

- not use force as a form of punishment.
- try to defuse situations before they escalate.
- keep parents informed of any sanctions.
- adhere to the school's behaviour management policy.

18. Use of Control & Physical Intervention

The circumstances in which staff can intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline (see Physical Restraints Policy).

This means that schools should:

- regularly acquaint staff with their relevant school policy and DofE guidance.
- ensure that staff are provided with appropriate training.

This means that staff should:

- adhere to the school's policy on physical restraint of pupils.
- always seek to defuse situations.
- always use minimum force for the shortest period necessary.

19. Children & Young People in Distress

There may be occasions when a distressed pupil needs comfort and reassurance.

This means that adults should:

- consider the way in which they offer comfort to a distressed pupil.
- always tell a member of the Safeguarding Team when and how they offered comfort to a distressed child.

- record situations which may give rise to concern.
- never touch a child in a way which may be considered indecent.

20. Showers & Changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and to ensure that bullying or teasing does not occur.

This means that adults should:

- avoid any physical contact when children are in a state of undress.
- avoid any visually intrusive behaviour.

Where there are changing rooms: - See Appendix 1 in addition to:

- announce their intention of entering.
- avoid remaining in the room unless pupils require it.

This means that adults should not:

- change in the same place as children.
- shower with children.

21. Overnight Supervision & Examinations

There are occasions during exam periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances, staff may be asked to volunteer to supervise students, perhaps in the student's home.

This means that:

- a full health and safety risk assessment should have been undertaken.
- all arrangements should be made in partnership and agreement with the student and his/her parent/guardian.
- arrangements involving one to one supervision should be avoided wherever possible.
- as much choice, flexibility and contact with the 'outside world' should be incorporated into any arrangements so far as is consistent with appropriate supervision.

- wherever possible, independent oversight of arrangements should be made.
- any situation which gives rise to complaint, disagreement or misunderstanding should be reported.
- LA and schools should ensure that all arrangements reflect a Duty of Care towards pupils and staff.

22. First Aid & Administration of Medication

All schools must have trained first aiders/appointed persons. Teachers may volunteer to undertake this task but it is not a contractual requirement. Staff should receive appropriate training before administering first aid or medication.

This means that adults should:

- adhere to the school's Health & Safety Policy.
- adhere to the school's intimate care policy.
- make other staff aware of the task being undertaken.
- explain to the child what is happening.
- if unforeseen circumstances arose, written permission must be obtained from the Principal in advance.

23. Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

This means that adults should:

- have clear written lesson plans.

This means that adults should not:

- enter into, or encourage, inappropriate or offensive discussion about sexual activity.

Please make sure you complete the attached pro forma and pass it on to one of the Designated Safeguarding Leads.

If, at any point, there is a risk of immediate serious harm to a child referral should

be made to children's social care immediately. Anybody can make a referral. (34 of Keeping Children Safe in Education April 2014).

24. One to One Situations

This means that adults should:

- ensure that, when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.
- avoid meetings with a child or young person in remote, secluded areas.
- always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by.
- avoid use of "engaged" or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.
- always report any situations where a child becomes distressed or angry to a member of the Safeguarding Team.
- carefully consider the needs and circumstances of the child/children when in one to one situations.
- ensure windows show visible working, blinds are not drawn and, where possible, the door is kept open.

25. Home Visits

Teachers are not expected to make home visits under any circumstances.

26. Transporting Children

In certain situations, eg: out of school activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements after a risk assessment has been completed and respond to any difficulties that may arise.

In an emergency situation a child can only be transported after consultation with the Principal or Vice Principal.

This means that adults should:

- ensure that the member of staff has the correct insurance to transport pupils.
- plan and agree arrangements with all pupils in advance, responding sensitively and flexibly to disagreements.
- ensure that they are alone with a child for the minimum time possible.

- be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer.
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures.
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety.
- take into account any specific needs that the child may have.

27 Educational Visits & After School Clubs, etc

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

This means that adults should:

- always have another adult present in out of school activities, unless otherwise agreed with senior staff in school.
- undertake a risk assessment.
- have parental consent to the activity.
- ensure that their behaviour remains professional at all times.

28. Photography, Videos & Other Creative Arts

Many school activities involve the taking of images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement.

This means that staff should:

- check with the office that permission for the pupil's photograph to be taken and published has been sought.
- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded.
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose. This must include the Head of Department.
- ensure that all images are available for scrutiny in order to screen for acceptability.
- be able to justify images of pupils in their possession.

- any staff wishing to take photos of children in their PR kit must discuss first with the Principal or Vice Principal.
- avoid making images in one to one situations.
- for photographs of any pupil wearing anything other than the standard school uniform, permission from the Principal or Vice Principal must be sought.
- only use equipment provided or authorised by The Highcrest Academy.
- report any concerns about any inappropriate or intrusive photographs found.

This means that adults should not:

- take, display or distribute images of children unless they have consent to do so.
- take images on any personal device, only devices belonging to The Highcrest Academy.

29. Internet Use

Schools should have clear policies about access to, and the use of, the internet and may regard to DofE guidance.

This means that the school should:

- have clear E-Safety Policies in place about access to and use of the internet.
- make guidance available to adults, children and young people about appropriate usage.

This means that adults should:

- follow the school policy on the use of IT equipment.
- Ensure that children are not exposed to unsuitable material on the internet.
- Ensure that any films or material shown to children and young people are age-appropriate.

30. Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The county has a clear and accessible whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998. This has been adopted by The Highcrest Academy.

This means that staff should:

- report any issues of concern or behaviour by colleagues that raises concern in confidence.
- for further guidance, please refer to the Whistleblowing Policy.

31. Sharing Concerns and Recording Incidents

All members of staff should be aware of The Highcrest Academy's child protection procedures, including the procedure for dealing with allegations against staff, which are informed by the NEOST/Joint Union Guidance. Members of staff who are the subject of allegations are advised to contact their professional association.

This means that adults:

- should be familiar with their school/service system for recording concerns.
- should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or workplace.

This means that schools/services:

- should have an effective, transparent and accessible system for recording and managing concerns raised by any individual in school or the workplace.

32. Specific Safeguarding issues between pupils

Below are specific areas involving pupils:

- Child sexual exploitation (CSE)
- Bullying, including cyber bullying
- Drugs
- Faith abuse
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Radicalisation
- Sexting
- Teenage relationship abuse
- Arranged and forced marriage
- FGM
- PREVENT

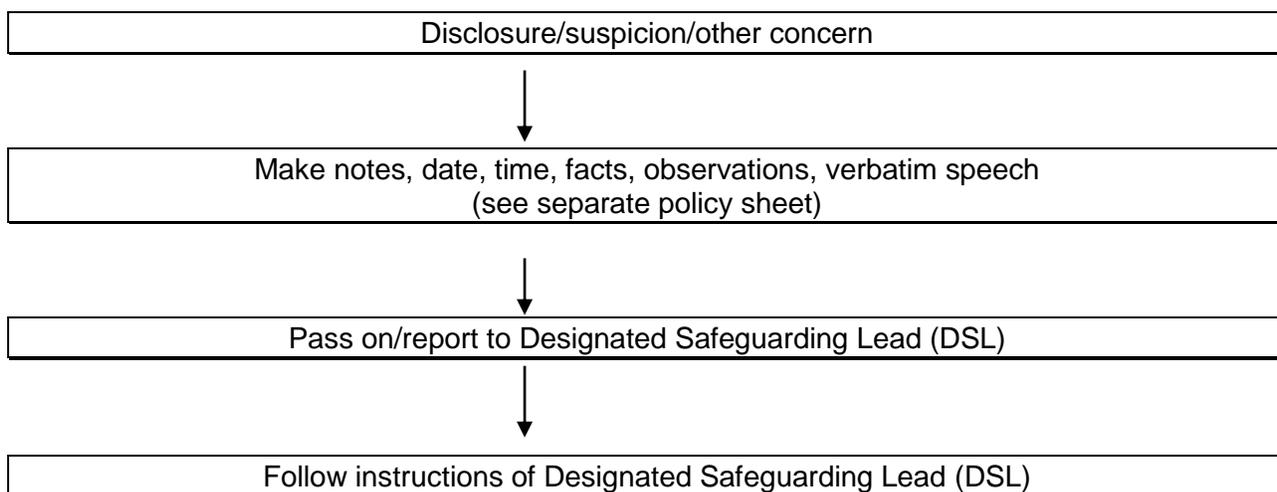
Should an allegation of this type be made, please refer to the recommended school procedure for Child Protection

- All members of staff sitting on a recruitment panel must either have the Safer Recruitment qualification or ensure that at least one other person on the panel holds the Safer Recruitment qualification.

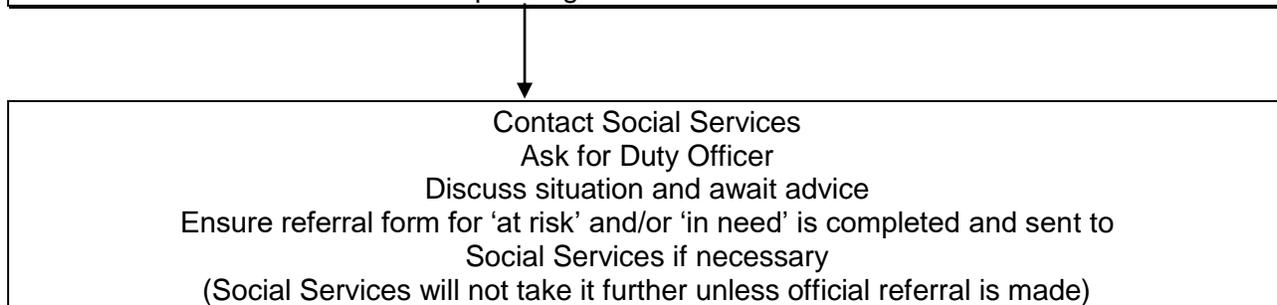
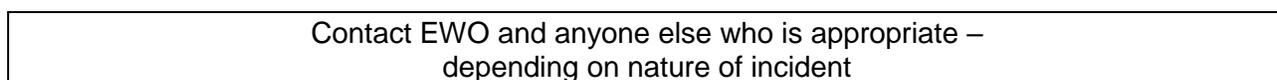
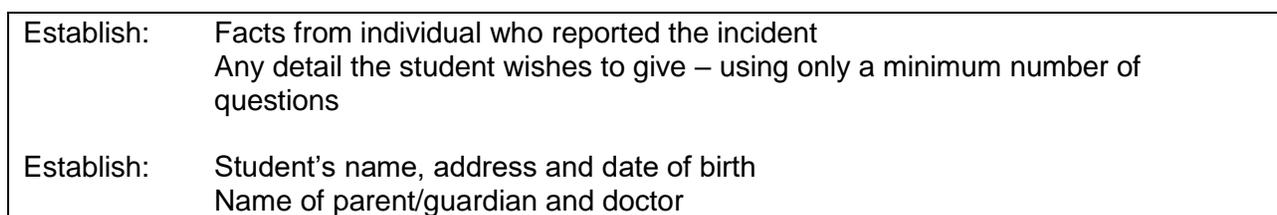
- All members of staff, Governors/Volunteers have a responsibility to provide the most current information to ensure the Single Central Register (SCR) is kept up to date.

THE HIGHCREST ACADEMY

RECOMMENDED SCHOOL PROCEDURE FOR CHILD PROTECTION

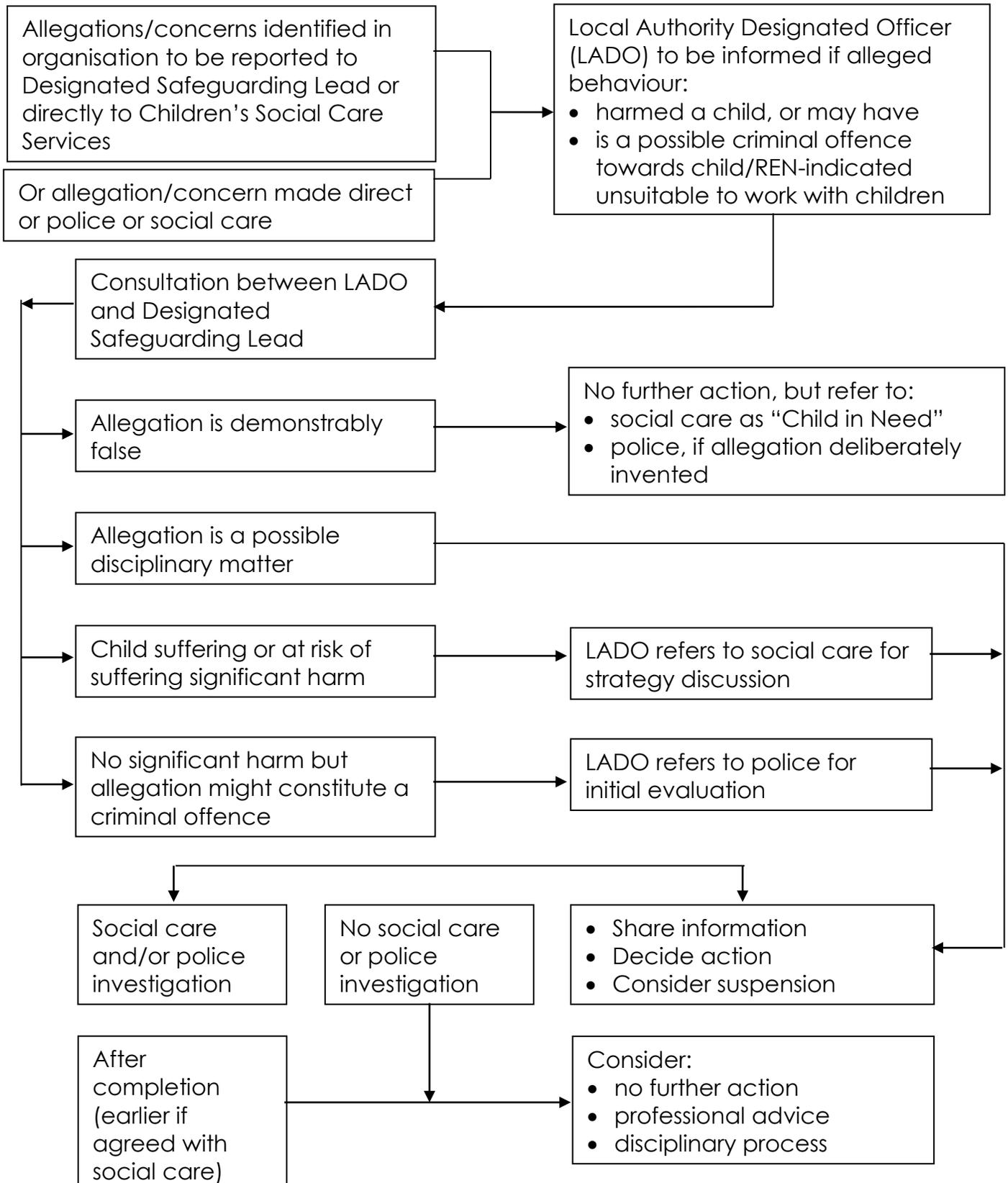


The Designated Safeguarding Lead will then:

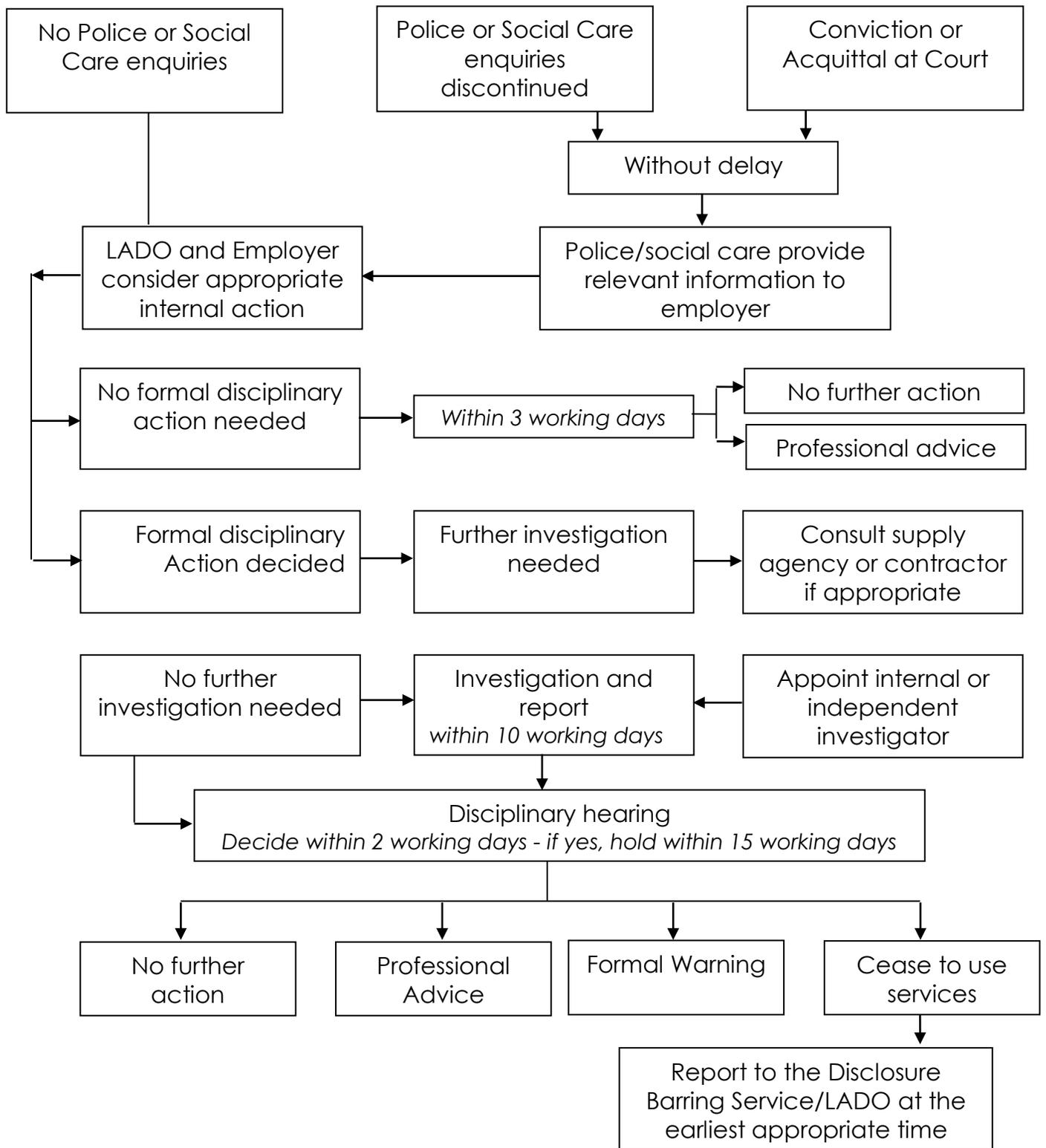


**EVERY CASE IS DIFFERENT. THIS IS THE RECOMMENDED PROCEDURE.
HOWEVER, EACH CASE MAY BE HANDLED SLIGHTLY DIFFERENTLY, IF APPROPRIATE.
If in any doubt you must ask for advice from one of the four Designated Safeguarding
Lead Team referred to at the start of the policy.**

PROCEDURES FOR DEALING WITH CHILD PROTECTION CONCERNS AGAINST ALL MEMBERS OF STAFF AND VOLUNTEERS



ALLEGATIONS/CONCERNS AGAINST STAFF AND VOLUNTEERS DISCIPLINARY/SUITABILITY PROCESS



Staff Incident Recording Sheet

(Please pass this form to the Principal or, if not available one of the members of the Safeguarding Team)

Nature of incident / concern

Witness _____

Date/s _____

Time/s _____

Details of who you may have already discussed your concerns with

Details of who you may already discussed your concerns with:

Name _____ **Date** _____

Signature _____

APPENDIX 1

In addition to the Safeguarding Policy Section 20, 'Showers and Changing', the PE Department will ensure that:

- the changing rooms will be staffed from the start of the lesson until all pupils have changed and left the changing rooms.
- the changing rooms will be locked by the allocated member of staff on duty in the changing rooms.
- the changing rooms will only be opened by the allocated member of staff at the end of the lesson.
- the allocated member of staff will remain in the changing rooms until all pupils have left.
- the member of staff on duty will lock the changing rooms at the end of Periods 2, 4 and 6.
- the changing rooms will be locked if there is no lesson taking place.
- where possible, named kit that has been left in the changing room will be returned to the pupil before they leave the changing room.

APPENDIX 2

Types of Abuse & Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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 when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: 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.

Child sexual exploitation (CSE) (Working Together, Feb 2017): 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

In exchange for something the victim needs or wants; and/or

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.'

There are three main types of child sexual exploitation:

- 12.6.1 Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.
- 12.6 Boyfriend: Abuser grooms victim by striking up a normal relationship with them,

giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

- 12.6.3 Organised exploitation and trafficking: Victims are trafficked through criminal

networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Female Genital Mutilation (FGM): The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to immediately notify police when they discover that FGM

appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should school staff physically examine pupils. Unless there are exceptional circumstances, concerns about FGM should be taken to the Designated Safeguarding Lead and together the information will be taken immediately to

the police. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a

community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the

female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed

that the majority of cases happen between the ages of 4 and 10.

Breast Ironing: is where young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. The custom uses large stones,

a hammer or spatulas that have been heated over scorching coals to compress the breast

tissue, or an elastic belt to press the breasts so as to prevent them from growing in girls as young as 9 years old. Much like Female Genital Mutilation (FGM), breast-ironing has been

identified by the UN as one of five under-reported crimes relating to female-to female/ gender-based violence. The practice is performed usually by mothers and female relatives and it is believed that by carrying out this act:

- young girls will be protected from harassment, rape, abduction
- it will prevent early pregnancy that would tarnish the family name
- it will allow the girl to pursue education rather than be forced into early marriage
- it will delay pregnancy by "removing" signs of puberty
- girls may not appear sexually attractive to men

Most at risk: Young pubescent girls usually aged between 9 – 15 years old. It is a well-kept

secret between the young girl and her female relatives who are likely to carry out the practice.

Prevent, Radicalisation and Extremism: As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This is the 'Prevent Duty'. Where staff are concerned that children and young people are developing

extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people

with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum

that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values, supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Sexting: The term 'sexting' relates to the sending of indecent images, videos and/or written

messages with sexually explicit content; these are created and sent electronically. They are

often 'shared' via social networking sites and instant messaging services. This School will not tolerate sexting; it is inappropriate and illegal amongst young people and can have

extremely damaging and long-lasting consequences. Sexting is unacceptable behaviour.

The misuse of electronic communication, such as sexting, inappropriate comments on Facebook, being the object of cyber-bullying and online grooming are all potential safeguarding concerns. We have a responsibility to work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting.

Missing: A child going missing from education is a potential indicator of abuse or neglect.

staff should will follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions.

Missing is often an indicator of possible abuse and neglect, including sexual exploitation.

CSE – Child Sexual Exploitation – Working Together Feb 2017

1. FGM
2. Breast Ironing
3. PREVENT, Radicalisation and Extremism
4. Sexting
5. Missing