

Safeguarding Policy

Twyford is a School:

- Where we promote an enduring love of learning.
- Where each child is respected as an individual.
- Where we engender a clear appreciation of the traditional ethical and spiritual precepts of our Christian foundation.
- Where children feel safe and unconditionally valued.
- Where excellence is identified and where each child may extend themselves.
- Where staff are our most cherished resource.
- Where pupils engage with technology as a means of extending systematic enquiry.
- Where there is a partnership between staff, pupils, parents and governors.

Written By:	Tom Parsons/Judith Ramshaw	September 2022
Reviewed By:	James Fox	September 2022
Approved By:	Governing body	TBC

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
EYFS	Early Years Foundation Setting

This Policy is for the whole School, Early Years Foundation Stage and Boarding

Safeguarding and Child Protection Policy 2022-23, Procedures and Guidance

The headings have been taken from KCSiE 2022 and the inspecting safeguarding guidance. The 2022 KCSiE guidance highlights the importance of frontline staff in developing the school's policy. As part of the review process, we ensure that those who are working with our children have a say in the development of safeguarding. If more, or less, information is required or there are further Government updates it is the responsibility of Twyford School to make any required amendments.

The policy should be read in conjunction with the Safer Recruitment Policy, The Low -Level Concerns Policy, The Whistleblowing Policy, The Contractors Policy, the Safeguarding Addendum, The Recruitment, Selection and Disclosure Policy, The Staff Induction Policy, The Pupil Behaviour, Discipline, Sanctions and Exclusion Policy, KCSiE 2022 as well as the Staff Handbook and Staff Code of Conduct.

This Policy is for the whole School, including Early Years Foundation Stage and Pupils boarding at Orchard Close. It is to be adhered to by anyone letting Twyford School facilities.

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Any links to local or national advice and guidance can be accessed via the safeguarding in education webpages:

www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance

Links to online specific advice and guidance can be found at

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/onlinesafety>

Links to other pages from the local authority on safeguarding can be found at <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren>

The procedures of the Hampshire Safeguarding Children Partnership can be accessed at <http://hipsprocedures.org.uk/page/contents>

Specific Acts and Guidance that we adhere to are listed below:

Section 175 of the Education Act 2002; the Education (Independent School Standards) Regulations 2014; the Non-Maintained Special Schools (England) Regulations Children Act 2004 & 1989

[Working Together to Safeguard Children \(2018\)](#)

[Keeping Children Safe in Education \(2019\)](#)

[Disqualification under the Childcare Act 2006 \(2015\)](#)

[FGM Act 2003 Mandatory Reporting Guidance \(2016\)](#)

Prevent Duty: Part 5 of Counter-Terrorism and Security Act 2015

(<http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted>)

Policy Statement

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all our pupils. The purpose of this policy is to provide the framework staff need in order to keep children safe and secure. It includes:

The actions that we take:

- To prevent harm
- To promote wellbeing
- To create safe environments
- To educate on rights, respect and responsibilities
- to respond to specific issues and vulnerabilities

As such, this overarching policy will link to other school policies.

We maintain an attitude of "it could happen here" where safeguarding is concerned.

Aims

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

2. Aims, Principles and Values

Children have a right to feel secure and cannot learn effectively unless they do so

All children have a right to be protected from harm

All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account *contextual safeguarding*, in accordance with the guidance

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children

While the school will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the Police, without notifying parents if this is believed to be in the child's best interests

As a School we educate and encourage pupils to recognise when they are at risk and how to keep safe through:

Teaching safeguarding through carefully selecting the content of the curriculum: in particularly relevant topics within RSHE, online safety taught in ICT lessons and reinforced in tutor time, and exploration at other relevant opportunities that arise. The curriculum will be tailored to the specific needs and vulnerabilities of individual children.

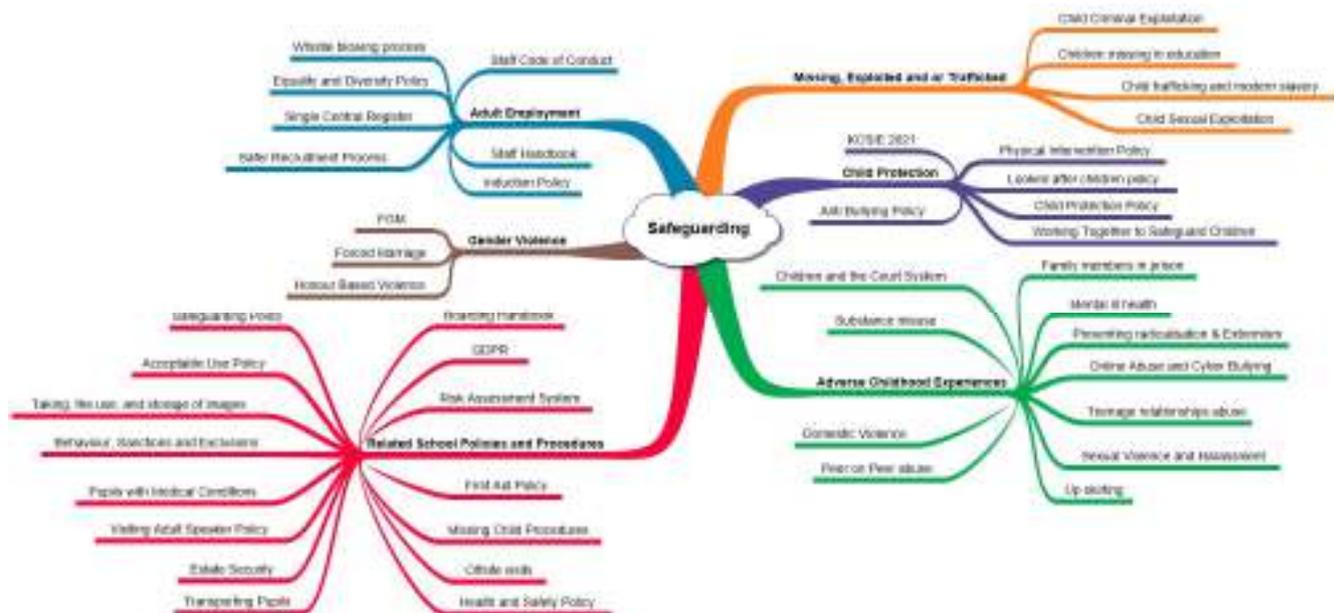
A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued

The creation of a culture that helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued

Reinforcing the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Safeguarding is everyone's responsibility. As such it does not rest solely with the Designated Safeguarding Lead (DSL) and their deputies to take a lead responsibility in all the areas covered within this policy.

Safeguarding, support identifying concerns, sharing of information and taking prompt action, are procedures intended to put in place measures that minimise harm to children. Should there be situations where gaps or deficiencies are highlighted a review will be carried out in order to identify learning and inform the policy, practice and culture of the school.



3. Roles and responsibilities within Twyford School

Staff responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children.

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of harm and abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable, immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the HSCP and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to “keep a secret”.

- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan, who has unexplained absence.
- Have an understanding of Early Help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Safeguarding Policy, the Pupil Behaviour Policy, the Staff Code of Conduct, procedures relating to the safeguarding response for children who go missing from education (see Twyford School Safeguarding Policy) and the role of the DSL.

Senior Leadership Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the various factors that can increase the need for early help (KCSiE 2022)
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) and Hampshire Safeguarding Children Partnership (HSCP) procedures.

Governing Body responsibilities

- Be sufficiently trained to provide strategic challenge to test the school has effective safeguarding /child protection policies and procedures to support the delivery of robust whole school approaches.
- Ensure HSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- Consider legal duties placed on school in relation to safeguarding and promoting the welfare of children, in supporting pupils with regards to particular protected characteristics-including disability, sex, sexual orientation, gender reassignment and race.
- Recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- Be aware of allegations against staff, which meet the harms threshold are dealt with by the headteacher. Allegations against the Headmaster are dealt with by the Chair of Governors.
- A member of the Senior Leadership Team is appointed as Designated Safeguarding Lead (DSL) and this is recorded in their job description. The Headteacher will deal with other adult related allegations that do not meet the harms threshold.
- Staff have been trained appropriately and this is updated in line with guidance

- Any safeguarding deficiencies or weaknesses are remedied without delay.
- A nominated governor for safeguarding is identified.
- Should ensure relevant staff have due regard to relevant data protection principles, as provided in the Data Protection Act 2018 and the UK GDPR.
- Should ensure that the school has appropriate IT filters/monitoring systems in place and regularly review their effectiveness

Designated Safeguarding Lead Responsibilities

In addition to the role of all staff and the senior management team the DSL will have the ultimate lead responsibility for child protection.

- Refer cases, in a timely manner avoiding any delay that could place the child at more risk, to the local authority social care, to the channel programme where there is a radicalisation concern, or to the police for a suspected crime.
- Ensure that School have referred to the Disclosure and barring service where a person is dismissed or left due to harm or risk to a child.
- Assist the Governing Body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.
- Liaise with Headmaster to inform of the issues and any ongoing enquiries, including requirement for children to have an appropriate adult.
- Liaise with the LADO and other relevant agencies for advice/partnership working.
- Liaise with School's mental health lead, SENDCO and pastoral team.
- Understand the views of the children.
- Encourage a culture of listening to children, taking account of their wishes and feelings
- Ensure staff understand the difficulties that children may have in approaching staff about their circumstances.
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Be aware of the training opportunities and briefings provided by HSCP to ensure staff are aware of the latest local guidance on safeguarding.
- Ensure whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the school outside of the agreed training schedule receive induction prior to commencement of their duties.
- Ensure every member of staff knows who the DSL and the Deputies are, have an awareness of the DSL role and know how to contact them.
- Act as point of contact to ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Headmaster (Chair of Governors if Headmaster is subject of concern, without notifying Headmaster).
- Support teaching colleagues to make reasonable adjustments.
- Information sharing and managing the child protection file.
- Share information without consent when there is good reason to do so, and when this will enhance the safeguarding of a child in a timely manner.
- Understand relevant data protection legislation.

- Keep up to date, secure, clear, accurate and comprehensive records of child protection concerns, with details of how the concern was followed up and resolved; a note of any action taken, decisions reached and the outcome; keep securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school. ie Within 5 days of a school year or in year transfer.
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going.
- Ensure that an appropriate adult is present at any search of a child.
- Develop, implement and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Meet any other expectations set out for DSLs in KCSiE. See Annex C of KCSiE 2022.

4. Key personnel

The Designated Safeguarding Lead for the school is: Mr Tom Parsons (Assistant Headteacher).

James Fox is the designated governor for safeguarding.

The Deputy Designated Safeguarding Leads are: Mr Dom Britt, Miss Pippa Higham, Mr Gregg Lewis, Mrs Shirley Davies, Mrs Judith Ramshaw, Mrs Alison Thompson, Mr Gary Crook, Miss Claire Smith, Mr Simon Honey and Miss Abbey Fecher (Head of Pre-Prep). Miss Fecher is also the specialist lead for Early Years.

All DSL team contact numbers are on the back of every member of staff's ID badge.

In the event of partial or full closure, including circumstances due to Covid-19, arrangements will be made to ensure there is effective DSL cover at all times. with a nominated lead if the DSL were not available.

5. Child Centred Approach

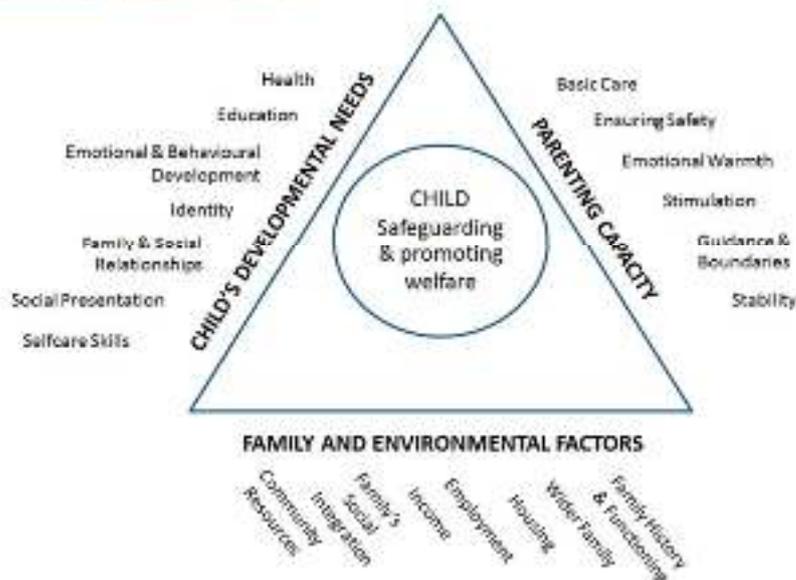
All pupils in our school are encouraged to talk to any member of staff about situations or to share concerns which are causing them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead.

Staff should be aware that children may not feel ready or know how to tell someone they are being abused, exploited or neglected. They may not recognise their experiences are being harmful. Staff have duty to consistently demonstrate professional curiosity; trust their instincts, remember children will protect their parents and don't assume 'reported' levels of other professional involvement. Staff must consider how to build trusted relationships which facilitate communication.

The Data Protection Act 2018 and the UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

In addition, we provide pupils with information of who they can talk to outside of school both within the community and with local or national organisations who can provide support or help. See diagram below from Working Together to Safeguard Children 2018 document.

Assessment Framework



As a school, we review this Safeguarding policy at least annually in line with DfE, HSCP, HCC and any other relevant guidance. The Governing Body, as Proprietors, will usually undertake an annual review in its June Full Governing Body meeting of the School's Safeguarding Policy and procedures, and of the efficiency with which the related duties have been discharged. This discussion will be formally documented in the Minutes of the Full Governing Body Meeting. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. The discussion is led by the Safeguarding Governor, Mr James Fox.

School complete the Hampshire Safeguarding Children Partnership Annual Audit, and present this to Governors.

Groups bringing children to use, or during the letting of Twyford School's facilities have a legal and moral duty to safeguard and promote the welfare of all children.

We require hirers to adhere to the standards stated by the Department of Education "Boarding Schools: National Minimum Standards" (September, 2022) *Link to be inserted once live* – and to Annex E of KCSIE 2022 regarding Statutory Guidance for regulated activity.

6. Definitions Within this document:

'**Safeguarding**' is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the

provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

Child protection is an aspect of safeguarding that is focused on activity undertaken to protect children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to **all** those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parent volunteers and Governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments.

Adolescent refers to a young person aged 10-18 years of age.

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step- parents and foster carers.

Harm is defined as ill treatment, impairment of health, or impairment of physical, emotional, intellectual, social or behavioural development. It includes witnessing others being harmed as in all forms of domestic abuse.

Extremism- the vocal or active opposition of the fundamental British values, including democracy, rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism- an action that endangers or causes serious violence to a person/people; which causes serious damage to property; or seriously interferes or disrupts an electronic system. A threat is used /designed to influence the Government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

7. Training

All staff in our school are expected to be aware of the signs and symptoms of abuse, consider whether children are at risk of abuse or exploitation, within or outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms and staff must be able to respond appropriately. It is equally important to understand intra familial harms and any support needed for siblings following incidents.

Safeguarding training is provided termly in the form of an update to staff from the DSL/Deputy DSLs at Inset, and all staff receive full safeguarding training every three years. Separate training is provided to all new staff on appointment, either at Inset, or before the staff member has contact with children (dependent on start date).

The DSL and Deputy DSLs will attend training at least every other year to enable them to fulfil their role, as well as taking professional continuous opportunities to extend their knowledge

and share best practice (via meetings with other DSLs, meeting LADOs, attendance at courses/conferences and reading online material). The DSL shares initiatives and forthcoming developments that he is involved in for this purpose.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

8. Referral

When a child is suffering, or is likely to suffer from harm, it is important that a referral is made to local authority children's social care (and if appropriate the Police) immediately. A referral will follow the Local Authority referral process. Generally, the DSL will inform the parents prior to making a referral. However, there are situations where this may not be possible or appropriate, particularly when informing parents/carers may place the child at further risk.

Following any concerns raised, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen.

If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached, or if it is not clear if the threshold is met, then the DSL will contact Children's Social Care and, if appropriate, the police. If the DSL/Deputy DSL is not available or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police, if appropriate.

N.B. The exception to this referral process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

Staff are made aware of the requirement for all children to have an Appropriate Adult with them for interviews during any child protection enquiries.

A CERAF (Child Exploitation Risk Assessment Framework) should be completed as soon as potential concerns regarding any form of child exploitation are identified. This may include child sexual exploitation (CSE), child criminal exploitation (CCE), county lines (CL), modern day slavery (MDS) or child trafficking concerns. The evidence may follow a missing episode, or increasing occasions of a child truanting from school, staying out late, associating with new peers/associates where there may be some concerns or known intelligence risk

9. Confidentiality

When making reports staff will consider confidentiality and anonymity. Further details of this in paragraphs 470- 478 of KCSIE 2022 and Crown Prosecution Service CPS: Safeguarding Children as Victims and Witnesses.

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the '*Information Sharing Advice for Practitioners*' (DfE 2015) guidance. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

Information will be shared with individuals within the school who 'need to know'.

All staff are aware that they cannot promise a child to keep a disclosure confidential.

10. Dealing with allegations against staff

If a concern is raised about the practice or behaviour of a member of staff and the concern meets the **Harms Threshold**, this information must be recorded and passed to the Headmaster, **Mr Andrew Harvey**.

The Local Authority Designated Officer (LADO) will be contacted and the relevant guidance will be followed.

For low level concerns the information must be recorded and passed to the Headmaster.

If the allegation is against the headmaster, the person receiving the allegation will contact Chair of Governors directly. If the Chair of Governors is not contactable, the reporting individual will contact the LADO direct.

11. Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children has:

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

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Headmaster as soon as possible
- If an allegation is made against the Headmaster, the concerns need to be raised with the Chair of Governor as soon as possible, without making the Headmaster aware of the referral. If the Chair of Governors is not available, then the LADO should be contacted directly.
- There may be situations when the Headmaster or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Headmaster or Chair of Governors they will contact the LADO on 01962 876364 or child.protection@hants.gov.uk as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in 'Keeping Children Safe in Education' (2021) and the HSCP procedures

12. Whistleblowing in a safeguarding context

The school has a separate whistleblowing policy, detailed in the Staff Code of Conduct, this is a summary which outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

At Twyford School, the Headmaster, Mr Andrew Harvey, is the senior manager and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes, or behaving in a way that is placing children at risk, you should in the first place make the Headmaster aware.

If your concern is about the Headmaster then you would raise this with the Chair of Governors by email, or via the Bursar.

If you believe that a member of the school staff is harming a child (an allegation) and this has been reported to the Headteacher and no action has been taken, or the member of staff you have concerns about is the Headteacher, then you are able to contact the Local Authority Designated Officers (LADOs) on 01962 876364 or child.protection@hants.gov.uk . If you would prefer to raise your concerns outside of the school, then you are able to contact the **NSPCC whistleblowing line** on 0800 028 0285 or email help@nspcc.org.uk for national organisations.

If you believe that a child is being abused by individuals outside of the school, then you are able to make a direct referral to Children's Social Care by calling 0300 555 1384 (office hours) or 0300 555 1373 (outside of office hours). In this case you should also inform the Headmaster.

13. Part 1- Twyford School Child protection procedures

What is child abuse?

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2018). In addition to these definitions, it should be understood that children

can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Abuse can take place wholly online, or technology used to facilitate offline abuse. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

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

Sexual abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or developmental needs. Neglect includes failure to provide for a child's health, education, emotional development, nutrition, clothing, shelter, safety and safe living conditions and includes exclusion of the child from home and abandonment. 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.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

To support the local context, all staff have access to the Hampshire Safeguarding Children Partnership (HSCP), with definitions of types of neglect, recognising neglect threshold chart and toolkit.

14. Indicators of abuse

Neglect

The nature of neglect

Neglect is a lack of parental care, but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to all the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

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 (*What to do if You're Worried a Child is Being Abused* DfE 2015) 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. The HSCP neglect strategy provides a more detailed list of indicators of neglect and is available to all staff

Physical indicators of neglect

Constant hunger and stealing food
Poor personal hygiene - unkempt, dirty or smelly
Underweight
Dress unsuitable for weather
Poor state of clothing
Illness or injury untreated

Behavioural indicators of neglect

Constant tiredness
Frequent absence from school or lateness
Missing medical appointments
Isolated among peers
Frequently unsupervised
Stealing or scavenging, especially food
Destructive tendencies

Emotional abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. 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. Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior 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.

Indicators of emotional abuse

Developmental issues

Delays in physical, mental and emotional development
Poor school performance
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 rocking, 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

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- 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
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map 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

Multiple bruising or bruises and scratches (especially on the head and face)

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

Bruises on the back, chest, buttocks, or on the inside of the thighs

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

Recurrent injuries or burns

Bald patches.

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

the injury is accompanied by allegations of abuse or assault

You should be 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

admits to a punishment that appears excessive.

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, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse. Indicators of CSE can be found in the school's safeguarding policy and KCSiE 2020.

Characteristics of child sexual 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.

Most people who sexually abuse children are men, but some women and young people (including other children) sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- 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

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be ‘ultra-good’ or perfect; overreacting to criticism.

15. Technology

Children are at risk of abuse and other risks online as well as face to face. In many cases abuse will take place concurrently both online and offline. Children can abuse other children online through abusive, harassing and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

16. Child protection process

The following procedures must be adhered to by all staff working in the school and will be covered by training, to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm. **In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy.**

The prime focus at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children with those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff considers a child is at risk of abuse or exploitation, or suspects harm, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information
2. Report it to the DSL immediately
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available
4. Make an accurate record CPOMS or Pink form (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:

Dates and times of their observations
Dates and times of any discussions in which they were involved
Any injuries
Explanations given by the child / adult
Any actual words or phrases used by the child
List what action was taken

The records must be signed and dated by the author, or equivalent on CPOMs (electronic based records)

In the absence of the DSL or their Deputies, a member of staff must be prepared to refer directly to Children's Social Care (and the police if appropriate) if there is the potential for immediate significant harm

All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They should always ensure that the child feels that he/she is being taken seriously and must not under any circumstances give the child the impression that he/she is causing a problem. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

17. Guiding principles, the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay

with you' or 'everything will be alright now' or 'I'll keep this confidential'

- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the DSL as soon as possible
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following

the report being made. If they do not receive this information they should be proactive in seeking it out.

If a staff member believes that their concerns have not been referred on or that the child remains at risk, they should initially ask the DSL to reconsider ensuring that the risks are understood. If this does not result in a satisfactory outcome, or the DSL rationale appears to miss the risk to the child, then the Whistleblowing procedures of the school should be followed. If the DSL is unhappy with the response from Children's Social Care, they should consider following the HSCP escalation protocol.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Following a report of concerns the DSL must:

Decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care, to Channel or the police if it is appropriate. The rationale for this decision should be recorded by the DSL.

Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via the Inter-Agency Referral Form (IARF) making a clear statement of:

the known facts

any suspicions or allegations

whether or not there has been any contact with the child's family

If there is indication that the child is suffering significant harm, a call will also be made to Children's Reception Team (CRT) on 01329 225379 or Hampshire Children's Services on 0300 555 1384

If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify Children's Social Care of the occurrence and what action has been taken

When a pupil needs *urgent* medical attention and there is suspicion of parental abuse causing the medical need, the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, while Children's Social Care are informed. Advice should be sought from Children's Social Care about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help process

18. Early Help

Hampshire Safeguarding Children Partnership publish a threshold document that describes the processes of assessment, and the criteria for when a case should be referred to the local authority children's social care for assessment and services under:

section 17 of the Children Act 1989 (children in need);
section 47 of the Children Act 1989 (reasonable cause to suspect children suffering or likely to suffer significant harm);
section 31 (care orders); and
section 20 (duty to accommodate a child) of the Children Act 1989

It is well recognised that the provision of early help is more effective than reacting later. This requires identification and response to problems as soon as they emerge. Often this will be most effective within the school setting (universal provision).

Early help -has additional needs identified within the setting that can be met within identified resources through a single-agency response and partnership working.

Targeted Early Help- Early help can lead to support plans being put in place to assist families in managing emerging problems.

All staff must look out for children who may benefit from early help, and how our procedures work. Staff need to know that there is greater need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- has mental health needs
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is frequently missing
- has a family member in prison
- has returned home to their family from care
- is privately fostered
- is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage.

19. Early Help Procedures

Staff with concerns about the welfare of a child, but where it is not considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, should discuss their concerns with Mr Dom Britt/Miss Pippa Higham.

Mr Britt is Deputy Head Pastoral and Miss Higham Head of Pastoral Care and they have an overview of many elements of pupil welfare that do not meet the threshold of safeguarding. They have responsibility for individual welfare plans for pupils in the school and have regular meetings with the School Nurse, Independent Listener and SENDCo on pupil welfare issues. All Heads of Years, Head of Boarding and individual tutors will bring pastoral concerns to them. They are ideally placed to coordinate early help planning and assessments. In cases where inter-agency working is involved or safeguarding thresholds have been met, Mr Tom Parsons, as DSL, will take on the lead role. Both Mr Dom Britt and Mr Tom Parsons will keep the Headmaster informed at all times of any pupil undergoing assessment or receiving support in this way.

It is essential that discussions take place early on with parents and the child concerned, as the processes may either not go forward without agreement of all parties, or they can be less effective, at least.

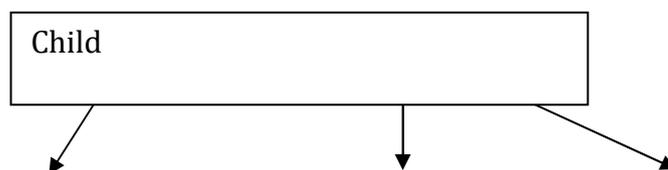
Mr Tom Parsons as DSL will contact the local authority (usually through the Multi-Agency Safeguarding Hub) to initiate the assessment process for an individual and family where it is decided that this is in the best interests of the child.

Guidance documentation

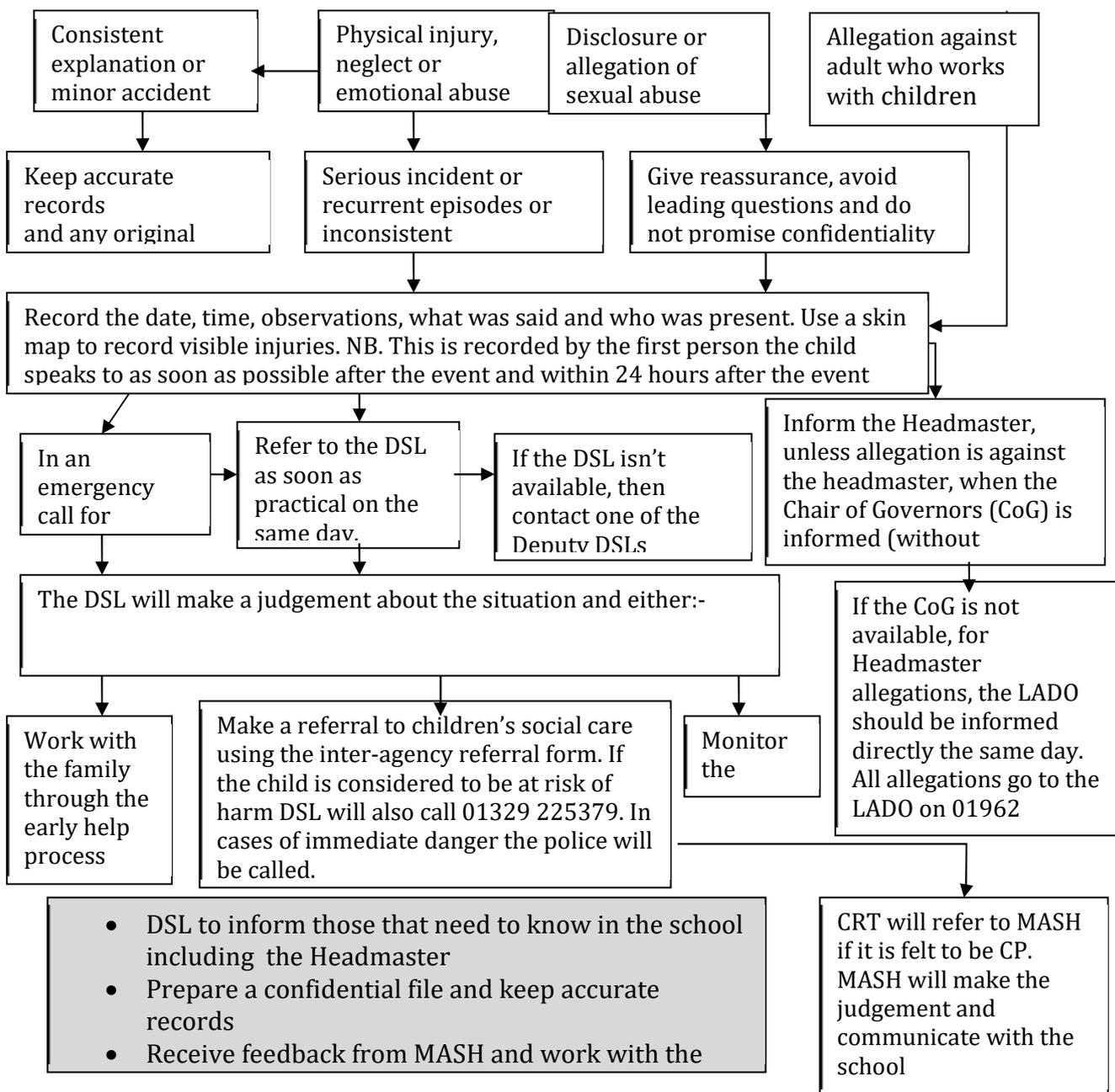
Documentation to support child protection processes is included on the following pages. It includes external and internal flow charts of procedures to follow; concerns form for use if no CPOMs access (located next to photocopiers and in common rooms) and skin maps

■ Guidance Flowchart for child protection procedures

DSL – Designated Safeguarding Lead
MASH – Multi Agency Safeguarding Hub
CRT – Children’s Reception Team
CP – Child protection



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* In the cases of known FGM, the teacher who was made aware will also make contact with the police

Twyford School internal procedure for raising safeguarding concerns about a child

Observation or disclosure made to a member of staff



Issue to be referred to the DSL or a Deputy using CPOMS. If CPOMS not available, complete a pink concerns referral form, found in the staff room. If possible, speak in person immediately to the DSL or a Deputy DSL. All paper notes/records taken to be passed to the DSL.



DSL investigates and assesses concern and decides if further action is required.



Further action required.



No further action required.



Internal action:
May include pastoral support; sanctions; time limited imposition of restrictions/conditions; discussion with parents; monitoring of specific individuals and situations.

External action:
School makes referral to Children's Social Care or other relevant agency.

Pastoral team and other relevant staff monitor and feedback to the DSL within an agreed timescale.



DSL to inform referrer of outcomes as appropriate
All relevant paper notes/records and chronology kept on file
DSL will write up concern on CPOMS if the referral was made on a concerns form.

TWYFORD SCHOOL- PINK CONCERNS FORM IF NO CPOMS ACCESS

SAFEGUARDING	OTHER CONCERN
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Referral for: Child's Name:	Date:	Time:	
	Child's D.O.B.	Year Group:	Class:
	Name of adult raising concern:		
	Role of adult: SLT/Teacher/Learning Support/Lunchtime/ Estate/Admin / GAP/ Volunteer		

Nature of concern/including any record of what the child said to referring adult:
(Continue on separate sheet if necessary)

Date & time note of this concern was given to School's Safeguarding Lead:
C Poms check:

P.T.O.

Action Taken by Designated Safeguarding Lead:

Spoken to adult who recorded concern.

No action

Next steps internal:

Or

Next steps external:

Contact: Parents Police Children's Services MASH LCSP LADO

Child Protection Attendance Inclusion Service Other agency

Notes from contact with further agency following a concerns form

When:

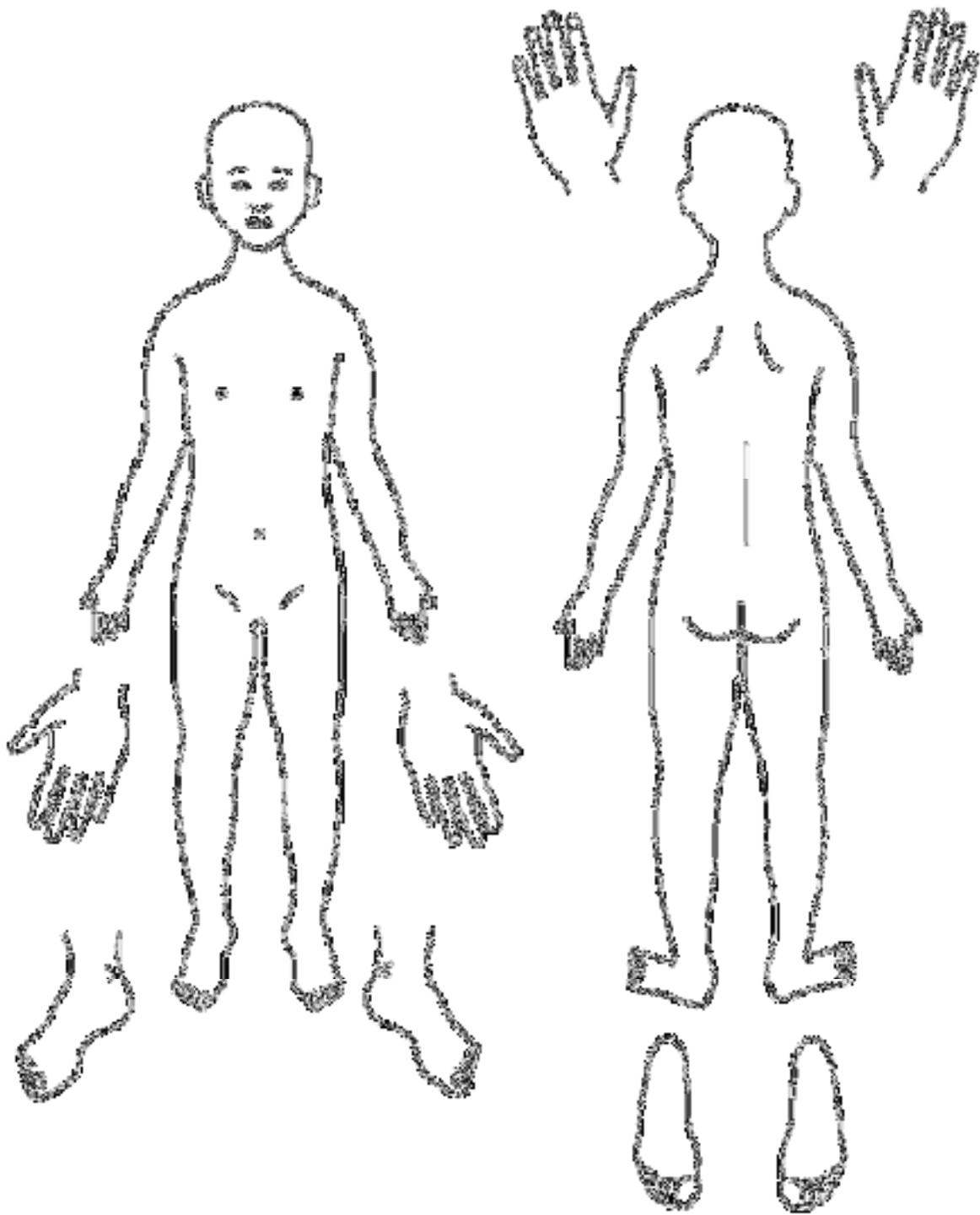
Who to:

Further action required? Yes/No

Who to tell?

CPoms log made? Yes/No

Copied to:



Skin map

Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____



Any additional information:

20. Part 2 – High risk and emerging safeguarding issues to be read in conjunction with Annex B KCSiE 2022

21. Contextual Safeguarding

In KCSiE 2021 the DfE refer to contextual safeguarding as a specific term that has come out of research from the University of Bedfordshire.

The definition of Contextual Safeguarding is “an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children’s social care practitioners need to engage with individuals and sectors who do have influence over/within extra- familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.”

As a school, we will consider the various factors that have an interplay with the life of any pupil about whom we have concerns within the school and the level of influence that these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity.

While this term applies to this specific definition, the notion of considering a child within a specific context is also important. What life is like for a child outside the school gates, within the home, within the family and within the community are key considerations when the DSL is looking at any concerns.

We recognise that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition.

22. Preventing Radicalisation and Extremism

The Prevent Duty

The Prevent duty is the duty in the Counter Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. It is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of Twyford’s wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance: [Working together to safeguard children](#) (2018) and [Keeping Children Safe in Education](#) (2022).

We build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues.

Staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Channel provides a programme of support for individuals who are vulnerable to being drawn into terrorism. It has existed since 2012, administered through multi-agency panels at local level. Channel can provide theological and ideological mentoring. There are several strands to the Duty:

23. Risk Assessments

Assess the general level of risk, depending on geographical area or intake, of pupils being subject to exploitation or drawn into terrorism/extremist activity. We consider the general context of Twyford School and its parent/pupil/staff community to be low risk, but alert.

Put in place means to identify individual children who may be at risk of radicalisation, or being drawn into terrorism/extremist activity.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a given local context. It is important that we understand these risks so that School can respond in an appropriate and proportionate way. At the same time, we are alert to the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police are contacted to provide contextual information to help us understand the risks in this area.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. Children influenced in this way by family attitudes are sometimes referred to as 'terror tots'. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

A Vulnerability Assessment Framework can be used to assess whether an individual pupil is at risk of being drawn into extremism, based on:

1. **Engagement with a group, cause or ideology** (The engagement factors are sometimes referred to as 'psychological hooks'. They include the needs, susceptibilities, motivations and contextual influences that together can map an individual's pathway into terrorism)
2. **Intent to cause harm** (Intent factors describe the mind-set that is associated with a readiness to use violence and address what the individual would do and to what end)
3. **Capability to cause harm** (Plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What an individual is capable of is therefore a key consideration for those who are tasked with assessing the risk of harm to the public).

a. 2. Policies and Procedures

We have clear safeguarding policies and procedures in place to identify children at risk and protect them. Our safeguarding policies include when it is appropriate to make a referral about a child at risk, whether to Children's Services in the normal way or to make a referral to the Channel programme, for early intervention. We refer any concerns to the DSL, who will decide which course of action is most appropriate. We provide for a single point of contact to oversee and coordinate

the school's implementation of the Prevent duty - at Twyford this is the Designated Safeguarding Lead, Mr Tom Parsons.

We have guidelines and protocols to ensure that visiting speakers, whether invited by staff or pupils, are suitably assessed via internet or other background checks and are fully supervised while on the premises. Any speaker invited to Twyford must be approved by the Headmaster, who will have reviewed the assessed risk. If at any time during the visit a presentation has content that is deemed inappropriate, then Staff will intervene.

Due diligence is done on contractors and those hiring any school facilities, with a safeguarding checklist completed.

24. Training

All staff have received information and training on the Prevent duty, via Inset and when first employed (if this does not overlap with the start of a term), and subsequently via the Educare online Prevent Duty qualification. This training is repeated every 2 years. Each year staff are signposted to adhere to the latest edition of KCSiE.

We utilise current resources and advice available through Hampshire Safeguarding Children Partnership and websites such as Educate Against Hate (<http://educateagainsthate.com/>).

25. Building Resilience to Radicalisation

We provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In RSHE, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect, tolerance and understanding. Within the RSHE syllabus we teach pupils to manage risk, resist pressure, make safer choices and seek help if necessary. In religious studies and other relevant subject syllabus/opportunity with focus on democracy, diversity, mutual respect and managing debate of contentious issues.

Prejudiced based abuse -language and behaviours, will not be tolerated, will be taken seriously and referred through normal safeguarding procedures.

26. IT Policies and Training

We ensure that children are safe from terrorist and extremist material when accessing the internet in school. We ensure that children are not exposed to illegal, inappropriate or harmful material, through rigorous filtering (but being conscious of 'over blocking' that can restrict what children can be taught). We regularly check filters and review ICT acceptable use policies. We ensure that children are not subjected to harmful online interaction with other users. We equip (ie train) children to stay safe online, both in school and outside of school. This education is to prevent online behaviour that increases the likelihood of, or causes, harm. We ensure teaching staff are aware of the risks posed by online activity of extremist and terrorist groups. Circulation of the Home Office briefing note for schools *How Social Media is used to encourage travel to Syria and Iraq* to teaching staff have been additional and effective way of doing this.

27. Working in Partnership

We liaise with the HCSP to establish what advice and support they can provide and for their assessment of general levels of risk within the local area. Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Jo Lappin is the Chair of the Hampshire Prevent Strategy Group, coordinated through HCSP.

28. What to do if you have a concern

Remember that we consider that this is a safeguarding matter, and therefore our existing robust procedures should be followed. Refer to the DSL within 24 hours. The DSL will initiate a pastoral discussion (Head of Pastoral Care, Headmaster and individual Tutor) in order to decide the correct course of action: Hants Direct, Police, Channel or DfE.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency safeguarding procedures should be followed.

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

The government has a strategy looking at specific issues faced by women and girls. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour-based abuse and teenage relationship abuse all fall under this strategy.

29. Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK.

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. 'known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened.

At no time will staff examine pupils to confirm this.

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated, the staff will inform the DSL who will report it as with any other child protection concern.

While FGM has a specific definition, there are other abusive cultural practices which can be considered harmful to women and girls. Breast ironing is one of five UN defined 'forgotten crimes against women'. It is a practice whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty. This practice is considered to be abusive and should be referred to children's social care.

30. Forced Marriage

In the case of children: 'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, *psychological, financial, sexual and emotional pressure.*' In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.

Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.

Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

Characteristics that may indicate forced marriage

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

an extended absence from school/college, including truancy;

a drop in performance or sudden signs of low motivation;

excessive parental restriction and control of movements;

a history of siblings leaving education to marry early;

poor performance, parental control of income and students being allowed only limited career choices;

evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or

evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

Honour Based Abuse

Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based abuse might be committed against people who:
become involved with a boyfriend or girlfriend from a different culture or religion
want to get out of an arranged marriage

want to get out of a forced marriage
wear clothes or take part in activities that might not be considered traditional within a particular culture
convert to a different faith from the family
Are exploring their sexuality or identity

Women and girls are the most common victims of honour based abuse however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

domestic abuse
threats of violence
sexual or psychological abuse
forced marriage
being held against your will or taken somewhere you don't want to go

Assault

All forms of honour-based abuse are abusive (regardless of the motivation) and should be handled and escalated as such. If staff believe that a pupil is at risk from honour based abuse, they will report to the DSL who will follow the usual safeguarding referral process; however, if it is clear that a crime has been committed or the pupil is at immediate risk, the police will be contacted in the first instance. It is important that, if honour-based abuse is known or suspected, communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

31. Teenage Relationship Abuse

Relationship abuse can take place at any age, and describes unacceptable behaviour between two people who are in a relationship. It can take place in relationships of any sexual orientation and the victim and abuser can be any sexual orientation.

Research has shown that teenagers do not understand what constitutes abusive behaviours and controlling behaviours which could escalate to physical abuse, e.g. checking someone's 'phone, telling them what to wear, who they can/can't see or speak to; or that this abuse is prevalent within teenage relationships. Further research shows that teenagers are likely not to understand what consent means within their relationships. They often hold the common misconception that rape could only be committed by a stranger down a dark alley and do not understand or recognise that it could happen within their own relationships.

This lack of understanding can lead to these abusive behaviours feeling 'normal' and therefore left unchallenged as they are not recognised as being abusive.

In response to these research findings the school will provide education to help prevent teenagers from becoming victims and perpetrators of abusive relationships, by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships.

32. Child on child abuse

We recognise that children are capable of abusing their peers, as referenced in School's Behaviour, Discipline, Sanctions and Exclusions Policy. In most instances the conduct of pupils towards each other will be covered by the Behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under this Safeguarding policy in line with KCSIE(2021)

Sexual Violence and Sexual Harassment Between Children

Sexual violence and sexual harassment between children needs to be considered in a way so as to fit the age and development stage and understanding of the pupil group. Additional areas for consideration can be found in the Sexual Violence and Sexual Harassment Between Children in Schools and Colleges guidance document (DfE2018). Further information is given in the expectations set out in KCSIE 2020)

We recognise sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Within our school all staff are made aware of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. However, all child-on-child abuse will be treated seriously; we recognise that both boys and girls can be victims and it can be perpetrated by both boys and girls.

As a school we are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'. We adopt a zero tolerance approach to any form of child on child abuse.

We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment.

There is a clear procedure for how we deal with situations where sexual assaults or behaviour considered criminal between children has taken place.

As a school we will follow the "Sexual violence and sexual harassment between children in schools and colleges" advice provided by the DfE

We will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers and impose appropriate levels of disciplinary action, to be clear that these behaviours are not tolerated or acceptable. We do not permit any form of initiation rites or 'hazing' at Twyford.

Support will be provided to victims of sexual violence and sexual harassment and we will ensure that they are kept safe.

Young people and adults can contact the NSPCC helpline, Report Abuse in Education on [0800 136 663](tel:0800136663) or email help@nspcc.org.uk

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

We will minimise the risk of child-on-child abuse by:-

33. Prevention:

- Taking a whole school approach to safeguarding and child protection
 - Providing training to staff.
 - Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum.
 - Engaging with specialist support and interventions.
 - Adopting a ZERO TOLERANCE approach to child-on-child sexual abuse and harassment.
 - Being vigilant for any signs of child-on-child sexual abuse and harassment and treating it seriously, whilst not dismissing it as 'banter' or an inevitable part of growing up.
 - Recognising that peer on peer abuse is harmful sexual behaviour that must be addressed to help prevent problematic, abusive and/or violent behaviour in the future.
 - Making staff aware that technology is a significant component in many safeguarding and well-being cases of child-on-child sexual harm and abuse. Children can abuse their peers online and this can take the form of abusive, harassing and misogynistic or misandrist messages, the non-consensual sharing of indecent images, especially around chat groups and the sharing of abusive images and pornography, to those who do not want to receive such content
-
- Responding to reports of sexual violence and sexual harassment:
 - Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported. A victim will never be given the impression that they are causing a problem or made to feel ashamed when making their disclosure.
 - If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.
 - Staff taking the report will inform the DSL or their Deputy, as soon as practicably possible but at least within 24 hours.
 - Staff taking a report will never promise confidentiality.
 - Staff taking a report should be mindful that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
 - Parents or carers will normally be informed (unless this would put the child at greater risk).
 - If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care (01329 225379).
 - Young people and adults can contact the NSPCC helpline, Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

34. Risk Assessment:

Following a report, the DSL will make an immediate risk and needs assessment on a case-by case basis. See Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template

The Risk assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- Time and location of the incident.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.
- Actions required to make the location safer

The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

Action: The DSL will never promise confidentiality or anonymity and will consider:

- The wishes of the victim balanced with duty to protect the victim and other children.
- The nature of the incident, including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks pattern, or one off.
- The impact on any siblings- intrafamilial harms must not be underestimated
- Other related issues or wider context.

Options: The DSL will normally inform the parents and manage the report with the following options:

- Manage internally
- Early Help, engage staff and agencies who are required to support the children involved and/or be involved in any investigation
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Care)

Ongoing Response:

The DSL will manage each report on a case, by case basis and will keep the risk assessment under review.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature

Time: Location of incident: Behaviours by perpetrator Brook Traffic Light Assessment	What are the continued risks? Who might be harmed & how?	Actions to make location safer, reduce likelihood reduce behaviour risk	Action by Whom?	Action by when?	Action status /Date Completed & Outcome including further actions

Brook sexual behaviours traffic light tool

Mr Tom Parsons, DSL, has completed the training in the use of the Brook Traffic Light Tool in 2022. It is free to access on HSCP until March 2023.

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional

information.

Green behaviours holding or playing with own genitals attempting to touch or curiosity about other children's genitals attempting to touch or curiosity about breasts, bottoms or genitals of adults games e.g. mummies and daddies, doctors and nurses enjoying nakedness interest in body parts and what they do

curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours
preoccupation with adult sexual behaviour
pulling other children's pants down/skirts up/trousers down against their will
talking about sex using adult slang
preoccupation with touching the genitals of other people

Powered by TCPDF (www.tcpdf.org)

following others into toilets or changing rooms to look at them or touch them
talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours
persistently touching the genitals of other children
persistent attempts to touch the genitals of adults
simulation of sexual activity in play
sexual behaviour between young children involving penetration with objects
forcing other children to engage in sexual play

This is intended to be used as a guide only. Please refer to the guidance at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information.

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?
Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?
Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9
feeling and touching own genitals
curiosity about other children's genitals
curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
sense of privacy about bodies
telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13
solitary masturbation
use of sexual language including swear and slang words
having girl/boyfriends who are of the same, opposite or any gender
interest in popular culture, e.g. fashion, music, media, online games, chatting online
need for privacy

consensual kissing, hugging, holding hands with peers

What is an amber behaviour?
Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?
Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9
questions about sexual activity which persist or are repeated frequently, despite an answer having been given
sexual bullying face to face or through texts or online messaging
engaging in mutual masturbation
persistent sexual images and ideas in talk, play and art
use of adult slang language to discuss sex
Amber behaviours 9-13
uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or

less money than usual, going missing
verbal, physical or cyber/virtual sexual bullying involving sexual aggression
LGBT (lesbian, gay, bisexual, transgender) targeted bullying
exhibitionism, e.g. flashing or mooning
giving out contact details online
viewing pornographic material
worrying about being pregnant or having STIs

What is a red behaviour?
Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?
Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9
frequent masturbation in front of others
sexual behaviour engaging significantly younger or less able children
forcing other children to take part in sexual activities

simulation of oral or penetrative sex
sourcing pornographic material online

Red behaviours 9-13
exposing genitals or masturbating in public

distributing naked or sexually provocative images of self or others
sexually explicit talk with younger children
sexual harassment
arranging to meet with an online acquaintance in secret

genital injury to self or others
forcing other children of same age, younger or less able to take part in sexual activities
sexual activity e.g. oral sex or intercourse
presence of sexually transmitted infection (STI)
evidence of pregnancy

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?
Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?
Green behaviours provide opportunities to give positive feedback and additional information.
Green behaviours
solitary masturbation
sexually explicit conversations with peers
obscenities and jokes within the current cultural norm
interest in erotica/pornography
use of internet/e-media to chat online
having sexual or non-sexual relationships
sexual activity including hugging, kissing, holding hands
consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
choosing not to be sexually active

What is an amber behaviour?
Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type,

frequency, duration or context in which they occur.

What can you do?
Amber behaviours signal the need to take notice and gather information to assess the appropriate action.
Amber behaviours
accessing exploitative or violent pornography
uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
withdrawal from friends,
mixing with new or older people, having more or less money than usual, going missing
concern about body image
taking and sending naked or sexually provocative images of self or others
single occurrence of peeping, exposing, mooning or obscene gestures
giving out contact details online
joining adult- only social networking sites and giving false personal information
arranging a face to face meeting with an online contact alone

What is a red behaviour?
Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency,

duration or the context in which they occur

What can you do?
Red behaviours indicate a need for immediate intervention and action.
Red behaviours
exposing genitals or masturbating in public
preoccupation with sex, which interferes with daily function
sexual degradation/humiliation of self or others
attempting/forcing others to expose genitals
sexually aggressive/exploitative behaviour
sexually explicit talk with younger children
sexual harassment
non-consensual sexual activity
use of/acceptance of power and control in sexual relationships
genital injury to self or others
sexual contact with others where there is a big difference in age or ability
sexual activity with someone in authority and in a position of trust
sexual activity with family members
involvement in sexual exploitation and/or trafficking
sexual contact with animals
receipt of gifts or money in exchange for sex

35. Upskirting

In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal. Although we do not permit pupils to have mobile phones at school, and only digital cameras with express permission, we must ensure we are alert to the possibility that this could happen here.

Upskirting is defined as someone taking a picture under another persons clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. If this is between pupils, we will follow the child-on-child abuse procedure.

If staff in the school are made aware that upskirting has occurred, then this will be treated as a sexual offence and reported accordingly. It is a safeguarding concern and must be reported to the DSL immediately.

There are behaviours that would be considered as sexual harassment which may be precursors to upskirting. The use of reflective surfaces or mirrors to view underwear or genitals will not be tolerated and the school will respond to these with appropriate disciplinary action and education.

Pupils who place themselves in positions that could allow them to view underwear, genitals or buttocks, will be moved given appropriate guidance about their behaviour. Parents may be informed. Repeat offenders will be disciplined. These locations could include stairwells, under upper floor walkways, outside changing areas and toilets or sitting on the floor or laying down in corridors.

If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the School it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures can be taken to gather evidence.

Any confiscated technology will be passed to the head teacher to make a decision about what happens to the items and will be carried out under the principles set out in the government guidance on searching, screening and confiscation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

36. The Trigger Trio

The term 'Trigger Trio' has replaced the previous phrase 'Toxic Trio' which was used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred.

The above are viewed as indicators of increased risk of harm to children and young people. In an analysis of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present. These factors will have a contextual impact on the safeguarding of children and young people.

37. Domestic Abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive or 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. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what constitutes a normal relationship.

Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. They may also blame themselves for the domestic abuse.

Indicators that a child is living within a relationship with domestic abuse may include:

- being withdrawn
- suddenly behaving differently
- anxiety
- being clingy
- depression
- aggression
- problems sleeping
- eating disorders
- bed wetting

soiling clothes
excessive risk taking
missing school
changes in eating habits
obsessive behaviour
experiencing nightmares
taking drugs
use of alcohol
self-harm
thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care. Adverse childhood experiences (ACEs) such as witnessing, suffering abuse or neglect can have a lasting impact throughout childhood, adolescence and into adulthood. More information on mental health can be found later in this policy and in "Mental health and behaviour school guidance".

Parental mental ill health

The term 'mental ill health' is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

The parent / carer's needs or illnesses taking precedence over the child's needs

Child's physical and emotional needs neglected

A child acting as a young carer for a parent or a sibling

Child having restricted social and recreational activities

Child finds it difficult to concentrate- impacting on educational achievement

A child missing school regularly as (s)he is being kept home as a companion for a parent / carer

A child adopts paranoid or suspicious behaviour as they believe their parent's delusions.

Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)

Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the School's mental health lead and the DSL to consider a referral to children's social care.

Parental substance misuse

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)

Lack of engagement or interest from parents in their development, education or wellbeing

Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour

Bullying (including due to poor physical appearance)

Isolation – finding it hard to socialise, make friends or invite them home

Tiredness or lack of concentration

Child talking of or bringing into school drugs or related paraphernalia

Injuries /accidents (due to inadequate adult supervision)

Taking on a caring role

Continued poor academic performance including difficulties completing homework on time

Poor attendance or late arrival.

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

38. Missing, Exploited and Trafficked Children (MET)

Within Hampshire, the acronym MET is used to identify all children who are missing; believed to be at risk of or being exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all these issues, so that cross over of risk is not missed.

39. Children Missing from Education

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

DSLs and staff should consider:

Missing lessons: Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?

Is the child being exploited during this time?

Are they late because of a caring responsibility?

Have they been directly or indirectly affected by substance misuse?

Are other pupils routinely missing the same lessons and does this raise other risks or concerns?

Is the lesson being missed one that would cause bruising or injuries to become visible?

Single missing days: Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing the school of the absence on the day? Are missing days reported back to parents to confirm their awareness?

Is the child being sexually exploited during this day?

Do the parents appear to be aware and are they condoning the behaviour?

Are the pupil's peers making comments or suggestions as to where the pupil is at?

Can the parent be contacted and made aware?

Continuous missing days: Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)? Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?

Have we had any concerns about physical or sexual abuse?

Does the parent have any known medical needs? Is the child safe?

The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

Children Missing from Home or Care

It is known that children who go missing are at risk of suffering significant harm, and there are specific risks around children running away and the risk of sexual exploitation.

The Hampshire Police Force, as the lead agency for investigating and finding missing children, will respond to children going missing based on on-going risk assessments in line with current guidance.

The police definition of 'missing' is: "Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed."

Various categories of risk should be considered and Hampshire Local Safeguarding Children's Partnership provides further guidance:

Local authorities have safeguarding duties in relation to children missing from home and should work with the police to risk assess and analyse data for patterns that indicate particular concerns and risks.

The police will prioritise all incidents of missing children as medium or high risk. Where a child is recorded as being absent, the details will be recorded by the police, who will also agree review times and any on-going actions with person reporting.

A missing child incident would be prioritised as 'high risk' where:

- the risk posed is immediate and there are substantial grounds for believing that the child is in danger through their own vulnerability; or
- the child may have been the victim of a serious crime; or
- the risk posed is immediate and there are substantial grounds for believing that the public is in danger.

The high-risk category requires the immediate deployment of police resources.

Authorities need to be alert to the risk of sexual exploitation or involvement in drugs, gangs or criminal activity, trafficking and aware of local "hot spots" as well as concerns about any individuals with whom children runaway.

Child protection procedures must be initiated in collaboration with children's social care services whenever there are concerns that a child who is missing may be suffering, or likely to suffer, significant harm.

Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Trigger Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children, there will be pressure to make contact with their trafficker.

We will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them or do so ourselves with urgency.

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place of residence.

Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The Association of Chief Police Officers has provided the following definitions and guidance:-

“Missing person is: ‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.’

An absent person is: ‘A person not at a place where they are expected or required to be.’

All cases classified as ‘missing’ by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as ‘absent’ will be recorded by the police and risk assessed regularly but no active response will be deployed.

The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to ‘missing’.

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 how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

40. Child Sexual Exploitation (CSE)

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. CSE can affect any child or young person under the age of 18 years. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media) (*Definition from KCSiE 2020*)

- Exploitation can be isolated (one-on-one) or organised group/criminal activity
- There can be a big age gap between victim and perpetrator, but it can also be child-on-child
- Boys can be targeted just as easily as girls – this is not gender specific
- Perpetrators can be women and not just men
- Exploitation can be between males and females or between the same genders
- Children with learning difficulties can be particularly vulnerable to exploitation as can children from particular groups, e.g. looked after children, young carers, children who have a history of physical, sexual emotional abuse or neglect or mental health problems; children who use drugs or alcohol, children who go missing from home or school, children involved in crime, children with parents/carers who have mental health problems, learning difficulties/other issues, children who associate with other children involved in exploitation. However, it is important to recognise that any child can be targeted

Indicators a child may be at risk of CSE include:

going missing for periods of time or regularly coming home late;
regularly missing school or education or not taking part in education;
appearing with unexplained gifts or new possessions;
associating with other young people involved in exploitation;
having older boyfriends or girlfriends;
suffering from sexually transmitted infections or becomes pregnant;
mood swings or changes in emotional wellbeing;
drug and alcohol misuse;
displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a school we educate all staff in the signs and indicators of sexual exploitation. We use the sexual exploitation risk assessment form (CERAF) and associated guidance to identify

pupils who are at risk and the DSL will share this information as appropriate with children's social care.

We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form which can be downloaded from <https://www.safe4me.co.uk/portfolio/sharing-information/>

41. Child Criminal Exploitation (including county lines)

Child Criminal Exploitation is defined as:- 'where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology'

The exploitation of children and young people for crime is not a new phenomenon as evidenced by Fagan's gang in Charles Dickens book, Oliver Twist. Children under the age of criminal responsibility, or young people who have increased vulnerability due to push: pull factors who are manipulated, coerced or forced into criminal activity provide opportunity for criminals to distance themselves from crime.

A current trend in criminal exploitation of children and young people are 'county lines' which refer to a 'phone line through which drug deals can be made. An order is placed on the number and typically a young person will deliver the drugs to the specified address and collect the money for the deal. These lines are owned and managed by organised crime gangs, often from larger cities, who are expanding their markets into rural areas. Children are often recruited to move drugs and money between locations and are known to be exposed to such techniques as "plugging" where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation, as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Indicators that a child may be criminally exploited include:

Increase in **Missing episodes** – particular key as children can be missing for days and drug run in other Counties

Having unexplained amounts of money, **new high cost items** and multiple mobile phones

Increased social media and phone/text use, almost always secretly

Older males in particular seen to be hanging around and driving

Having injuries that are unexplained and unwilling to be looked at

Increase in aggression, violence and fighting

Carrying **weapons** – knives, baseball bats, hammers, acid

Travel receipts that are unexplained

Association with other young people involved in exploitation

Significant missing from education and disengaging from previous positive peer groups

Children who misuse drugs and alcohol

Parent concerns and significant changes in behaviour that affect emotional wellbeing

We will treat any child who may be criminally exploited as a victim in the first instance and refer to children's social care in the first instance. We recognise boys and girls experience

may be very different. If a referral to the police is also required as crimes have been committed on the school premises, these will also be made.

If there is information or intelligence about child criminal exploitation, we will report this to the police via the community partnership information form.

<https://www.safe4me.co.uk/portfolio/sharing-information/>

42. Serious Violence

Serious violence is becoming a factor for those who are involved in criminal exploitation. It can also be an indication of gang involvement and criminal activity.

All staff will be made aware of indicators, which may signal that pupils, or members of their families, are at risk from or involved with serious violent crime.

These indications can include but are not limited to: increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm; significant change in wellbeing; signs of assault; unexplained injuries; unexplained gifts and/or new possessions; possession of weapons.

As a school we have a duty to not only prevent the individual from engaging in criminal activity, but also to safeguard others who may be harmed by their actions.

We will report concerns of serious violence to police and social care.

If there is information or intelligence about potential serious violence, we will report this to the police via the community partnership information form.

<https://www.safe4me.co.uk/portfolio/sharing-information/>

Trafficked Children and modern slavery

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

Movement (including within the UK);

Control, through harm / threat of harm or fraud For the purpose of exploitation

Any child transported for exploitative reasons is considered to be a trafficking victim.

There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy

Has a history with missing links and unexplained moves

Is required to earn a minimum amount of money every day

Works in various locations

Has limited freedom of movement

Appears to be missing for periods

Is known to beg for money

Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good

Is one among a number of unrelated children found at one address

Has not been registered with or attended a GP practice

Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

Physical symptoms (bruising indicating either physical or sexual assault)

Prevalence of a sexually transmitted infection or unwanted pregnancy

Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation

Evidence of drug, alcohol or substance misuse

Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people

Relationship with a significantly older partner

Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding

Persistently missing, staying out overnight or returning late with no plausible explanation

Returning after having been missing, looking well cared for despite having not been at home

Having keys to premises other than those known about

Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity

Truancy / disengagement with education

Entering or leaving vehicles driven by unknown adults

Going missing and being found in areas where the child or young person has no known links; and/or

Possible inappropriate use of the internet and forming on-line relationships, particularly with adults

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

When considering modern slavery, there is a perception that this is taking place overseas.

The government estimates that tens of thousands of slaves are in the UK today.

Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods have all been slaves 'hiding in plain sight' within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

If staff believe that a child is being trafficked or is a slave, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Further information on the signs that someone may be a victim to modern slavery and how to refer them to the national referral mechanism can be found in.

Guidance Modern slavery: how to identify and support victims-GOV.UK

43. Technologies

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

Online Safety and Social Media

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint
- Online challenges

The school will therefore seek to provide information and awareness to both pupils and their parents through:

Acceptable use agreements for children, teachers, parents/carers and governors
Curriculum activities involving raising awareness around staying safe online and when accessing remote learning (via PSHEE, IT lessons, Assemblies, Chapel, Form and Tutor Time)

Information included in letters, newsletters, web site

Parents evenings and training sessions

High profile events / campaigns e.g. Safer Internet Day, Anti-Bullying Day

Building awareness around information that is held on relevant web sites and or publications
The school considers online safety with the context of the 4 Cs: content, contact, conduct and commerce.

The school informs parents with regards to the systems used to filter and monitor the online use of the children

44. Mobile phones and smart technology:

Staff:

We recognise that staff may wish to have their personal mobile phones at work for use in case of emergency and this is acknowledged. However, staff must be mindful of their use during the school day and are reminded that any use of personal phones should be strictly limited and only in a private space away from other staff and children.

Personal mobile phones should be either turned off or on silent. Unless being used as source of authentication they should be stored away.

Mobile phones can only be used for personal reasons on a designated break and this must be away from the children.

Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only School-owned devices can be used to take photographs or videos.

Staff must not use personal mobile phones to communicate with parents/carers.

Staff who bring personal mobile phones into School must ensure that there is no inappropriate or illegal content on them.

Twyford School is not responsible for the loss, damage or theft of any personal mobile device. Mobile phones should be stored securely

All members of staff should remain vigilant and report any concerns around mobile phone usage to the Designated Safeguarding Lead (DSL). Parents and staff are informed of the complaints procedure and staff made aware of the whistleblowing procedure.

If a member of staff breaches the mobile phone policy, action will be taken in line with the Staff Code of Conduct policy.

If a member of staff is thought to have illegal content on a mobile phone or have committed a criminal offence using a personal device or mobile phone, the police will be contacted and the LADO (Local Authority Designated Officer) will be informed.

Use of School's mobile phones and devices

In addition to personal mobile phones, Early Years providers, teachers and minibus drivers must also consider the safe use of any School devices. Mobile phones and tablets can be valuable resources for taking photographic and video images of pupils for teaching and learning purposes, to record progress or to celebrate achievement. However, this should be used in conjunction with the e-safety and acceptable use IT policies.

The School's mobile phones or tablets must only be used by members of staff for work purposes.

The School's devices will not have any social media or messaging apps on them.

Leaders must ensure any apps downloaded onto school devices are age and content appropriate for the children or staff using them.

Passwords for school devices must not be shared or written down and will be changed regularly.

Mobile phones and devices belonging to Twyford will always be used in accordance with the acceptable IT use policy. Activity may be monitored for safeguarding reasons and to ensure policy compliance.

During outings, staff should only use mobile phones belonging to the setting wherever possible.

Parental permission is obtained on joining School for the use of photographs or videos of children.

Parents using phones for taking photos of their children at events is permissible, but these should never be shared on social media if they contain images of other people's children.

Children are not permitted to bring mobile phones or other smart technology devices into school. The only exception to this rule is for weekly boarders in Year 8 who may occasionally bring phones into school, but they must be kept with matrons.

45. Cyberbullying

Central to the school's anti-bullying policy is the principle that *'bullying is always unacceptable'* and that *'all pupils have a right not to be bullied'*.

The school also recognises that it must take note of bullying perpetrated outside school which spills over into the school; therefore, once aware we will respond to any cyber-bullying, we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as 'an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.'

By cyber-bullying, we mean bullying by electronic media:

Bullying by texts or messages or calls on mobile 'phones

The use of mobile 'phone cameras to cause distress, fear or humiliation

Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites

Using e-mail to message others

Hijacking/cloning e-mail accounts

Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or is required to do so.

46. 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). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with a particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated Safeguarding Lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

47. Sexting/Youth Produced Sexual Imagery

Advice from [Sexting in schools and colleges: responding to incidents and safeguarding young people 2016. UK Council for Child and Internet Safety July 2016](#))

It is essential for staff in schools to have a good understanding of the issues arising from young people sharing imagery. Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger. 90% of 16 - 24 year olds and 69% of 12 - 15 year olds own a smartphone, giving them the ability to quickly and easily create and share photos and videos.

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and/or the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

A 2016 NSPCC / Office of the Children's Commissioner England study found that just over one in ten boys and girls (13%) had taken topless pictures of themselves (around one in four of those were girls) and 3% had taken fully naked pictures. Of those who had taken sexual images, 55% had shared them with others. 31% of this group had also shared the image with someone that they did not know.

48. The Law

Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales). Specifically:

It is an offence to possess, distribute, show and make indecent images of children.

The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

'Indecent' is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety. For most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. It was also created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law. We should not, however, unnecessarily criminalise children. Children with a criminal record face stigma and discrimination in accessing education, training, employment, travel and housing and these obstacles can follow a child into adulthood. Whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues. Schools may respond to incidents without involving the police. Advice on the circumstances in which this would be appropriate can be found in the [UKCCIS advice](#) Section 2. The police may, however, need to be involved in cases to ensure thorough investigation including collection of all evidence (for example, through multi-agency checks), and there are incidents, highlighted in

this advice, which should always be referred to the police (see Section 2). Even when the police are involved, however, a criminal justice response and formal sanction against a young person would only be considered proportionate in certain circumstances.

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images. This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management. On this basis this advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues this advice addresses.

This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under-18s is also illegal. Although the production of such imagery will likely take place outside of school, these issues often manifest in schools, colleges and organisations working with children and young people. Schools, colleges and other organisations need to be able to respond swiftly and confidently to ensure that children are safeguarded, supported and educated. This advice aims to support schools in developing procedures to respond to incidents involving youth produced sexual imagery. It also signposts sources of resources and support.

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

'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.

'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.

'Imagery' covers both still photos and moving videos.

The types of incidents which this advice covers are:

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.

This advice does not cover:

The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police.

Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

49. Disclosure about sexting / youth produced sexual imagery

Procedures at Twyford School

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding policy. Disclosures about youth produced sexual imagery can happen in a variety of ways. The young person affected may inform a class teacher, tutor, Matron, School/Independent Listener, DSL, or any member of the school staff. They may report through an existing reporting structure (eg worried@twyfordschool.com or bullying@twyfordschool.com emails), or a friend or parent may inform someone in school or inform the police directly. All members of staff (including volunteers, governors or contractors) should be made aware of how to recognise and refer any disclosures of incidents involving youth produced sexual imagery. This will be covered within staff training and within the school's child protection policy.

When an incident involving youth produced sexual imagery comes to the school's attention: The incident should be referred to the DSL as soon as possible.

The DSL should hold an initial review meeting with appropriate school staff.

There should be subsequent interviews with the young people involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

It is likely that the DSL will discuss the case with the LADO.

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

Advice from UKCCIS suggests: 'If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care. If you have any doubts about whether to involve other agencies, you should make a referral to the police'.

The DSL will assess risk:

Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?

Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?

Are there any adults involved in the sharing of the imagery?

What is the impact on the young people involved?

Do the young people involved have additional vulnerabilities?

Does the young person understand consent?

Has the young person taken part in this kind of activity before?

Parents or carers will be informed at an early stage unless informing the parent will put the child at risk of harm. Any decision not to inform parents will be taken in conjunction with other agencies such as Children's Social Care/Police.

50. Searching devices, viewing and deleting imagery

Adults should **not** view youth produced sexual imagery unless there is good and clear reason to do so. Under no circumstances should such imagery be sent on to another address.

Wherever possible, responses to incidents should be based on what DSLs have been told about the content of the imagery. The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the safeguarding policy and procedures. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil. If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)

is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report

is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery, then the DSL should:

- **Never** copy, print or share the imagery; this is illegal.
- Discuss the decision to view with the Headmaster.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headmaster.
- Ensure viewing takes place with another member of staff present in the room, ideally the Headmaster or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headmaster or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same gender as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions. Ensure this is signed and dated and meets the wider standards set out by Ofsted and ISI for recording safeguarding incidents.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Headmaster can examine data or files, and delete these, where there is good reason to do so. However, advice here is that no imagery should be deleted except at the specific instruction of the Headmaster, who may have consulted the Police or LADO first. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If during a search a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they should immediately inform the Headmaster before taking action to view the material. It is likely that it will need to be retained as evidence in case there has been a criminal offence or a breach of school discipline. The Headmaster will decide whether the material is of such seriousness that the police need to be involved.

Educating young people about youth produced sexual imagery

Teaching about safeguarding issues in the classroom can prevent harm by providing young people with skills, attributes and knowledge to help them navigate risks. Addressing sensitive issues promotes a whole school approach to safeguarding, giving young people

the space to explore key issues and the confidence to seek the support of adults should they encounter problems. Keeping Children Safe in Education (September 2020) statutory guidance states that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities'. In line with this, schools should provide young people with opportunities to learn about the issue of youth produced sexual imagery.

How should we teach young people about youth produced sexual imagery?

Learning about youth produced sexual imagery cannot be taught in isolation. Learning will be located within a developmental RSHE education programme, as well as in the school's IT teaching programme. Teaching will also reflect the principles articulated in 'Key principles of effective prevention education' - produced by the PSHE Association on behalf of NCA-CEOP. Given the potential sensitivity of these lessons it is essential that this issue is taught within an emotionally safe classroom climate where clear ground rules have been negotiated and established and where boundaries around teacher confidentiality have been clarified. If during any lesson teachers suspect any child or young person is vulnerable or at risk the school's safeguarding protocols should always be followed. Schools will consider:

What specific learning is provided in the curriculum about youth produced sexual imagery?

This focuses on factual information and will include:

what it is

how it is most likely to be encountered or the consequences of requesting, forwarding or providing such images, including when it is and is not abusive

issues of legality

the risk of damage to peoples' feelings and reputation

What specific learning is provided to ensure children and young people have the strategies and skills required to manage:

specific requests or pressure to provide (or forward) such images

the receipt of such images

This will include who to tell; what to say; what to do; what not to do and where to get support from within and outside of the school.

What underpinning protective learning is being provided by the school's planned PSHE education programme and wider curriculum? This will include work on:

communication

understanding healthy relationships including trust

understanding and respecting the concept of genuine consent

understanding our rights (especially our collective right to be safe and to feel safe)

recognising abusive and coercive language and behaviours

accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and reputationally safe)

Without this underpinning learning, specific learning about sexting may have limited impact.

References:

KCSiE (DfE 2020)

Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2018)

[Sexting in Schools and Colleges: responding to incidents and safeguarding young people \(2016\)](#)

51. Gaming

[Online gaming is an activity in which the majority of children and many adults get involved. The school will raise awareness:](#)

Curriculum activities involving raising awareness around staying safe online (via PSHEE, IT lessons, Assemblies, Chapel, Form and Tutor Time)

[By talking to parents and carers about the games their children play and helping them identify whether they are age-appropriate](#)

[By supporting parents in identifying the most effective way to safeguard their children by using parental controls and child safety mode](#)

[By talking to parents about setting boundaries and time limits when games are played](#)

[By highlighting relevant resources.](#)

52. Online reputation

Online reputation is the opinion others get of a person when they encounter them on-line. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

53. Grooming

On-line grooming is the process by which one person with an inappropriate sexual interest in children will approach a child on-line, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The school will build awareness amongst children and parents about ensuring that the child:

Only has friends on-line that they know in real life

Is aware that if they communicate with somebody that they have met on-line, that relationship should stay on-line.

That the school will support parents to:

Recognise the signs of grooming

Have regular conversations with their children about on-line activity and how to stay safe on-line

The school will raise awareness by:

Curriculum activities involving raising awareness around staying safe online (via RSHE, IT lessons, Assemblies, Chapel, Form and Tutor Time)

Running sessions for parents

Include awareness around grooming as part of their curriculum

Identifying with parents and children how they can be safeguarded against grooming.

54. Part 3 – Safeguarding issues relating to individual pupil needs

55. Homelessness

As a school we recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The impact of losing a place of safety and security can affect a child's behaviour and attachments.

In line with the Homelessness Reduction Act 2017 this school will promote links into the Local Housing Authority for the parent or care giver in order to raise/progress concerns at the earliest opportunity.

We recognises that 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.

56. Children & the Court System

As a school we recognise that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We know that this can be a stressful experience and therefore the school will aim to support children through this process.

Along with pastoral support, the school will use age-appropriate materials published by HM Courts and Tribunals Services (2017) that explain to children what it means to be a witness, how to give evidence and the help they can access.

We recognise that making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. This school will support children going through this process.

Alongside pastoral support this school will use online materials published by The Ministry of Justice (2018) which offers children information & advice on the dispute resolution service.

These materials will also be offered to parents and carers if appropriate.

57. Children with family members in prison

Children who have a family member in prison are at greater risk of poor outcomes including poverty, stigma, isolation and poor mental health.

This school aims to:-

Understand and Respect the Child's Wishes

We will respect the child's wishes about sharing information. If other children become aware the school will be vigilante to potential bullying or harassment

Keep as Much Contact as Possible with the Parent and Caregiver

We will maintain good links with the remaining caregiver in order to foresee and manage any developing problems. Following discussions we will develop appropriate systems for keeping the imprisoned caregiver updates about their child's education.

Be Sensitive in Lessons

This school will consider the needs of any child with an imprisoned parent during lesson planning.

Provide Extra Support

We recognise that having a parent in prison can attach a real stigma to a child, particularly if the crime is known and particularly serious. We will provide support and mentoring to help a child work through their feelings on the issue.

Alongside pastoral care the school will use the resources provided by the National Information Centre on Children of Offender in order to support and mentor children in these circumstances.

58. Pupils with medical conditions (in school)

See Twyford School Medical Protocol.

As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition.

All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.

An individual healthcare plan may be put in place to support the child and their medical needs.

59. Pupils with medical conditions (out of school)

There will be occasions when children are temporarily unable to attend our school on a full-time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable).

Where it is clear that an absence will be for more than 15 continuous school days the Education and Inclusion branch of Children Services will be contacted to support with the pupil's education.

60. Special educational needs and disabilities (SEND)

Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Have fewer outside contacts than other children
- Receive intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries
- Have an impaired capacity to resist or avoid abuse
- Have communication difficulties that may make it difficult to tell others what is happening
- Be inhibited about complaining for fear of losing services
- Be especially vulnerable to bullying and intimidation

- Be more vulnerable than other children to abuse by their peers.

As a school we will respond to this by:

- Making it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment
- Ensuring that disabled children receive appropriate personal, health and social education (including sex education)
- Making sure that all disabled children know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication
- Recognising and utilising key sources of support including staff in schools, friends and family members where appropriate
- Developing the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services
- Ensuring that guidance on good practice is in place and being followed in relation to: intimate care; working with children of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

61. Intimate and personal care

'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. The Intimate Care tasks specifically identified as relevant include:

Dressing and undressing (underwear)
 Helping someone use the toilet
 Changing continence pads (faeces/urine)
 Bathing / showering
 Washing intimate parts of the body
 Changing sanitary wear
 Inserting suppositories
 Giving enemas
 Inserting and monitoring pessaries.

'Personal Care' involves touching another person, although the nature of this touching is more socially acceptable. These tasks do not invade conventional personal, private or social space to the same extent as Intimate Care.

Those Personal Care tasks specifically identified as relevant here include:

Skin care/applying external medication
 Feeding
 Administering oral medication
 Hair care
 Dressing and undressing (clothing)
 Washing non-intimate body parts
 Prompting to go to the toilet.

Personal Care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting.

Where Intimate Care is required we will follow the following principles:

Involve the child in the intimate care

Try to encourage a child's independence as far as possible in his or her intimate care. Where a situation renders a child fully dependent, talk about what is going to be done and give choices where possible. Check your practice by asking the child or parent about any preferences while carrying out the intimate care.

Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.

Staff can administer intimate care alone however we will be aware of the potential safeguarding issues for the child and member of staff. Care should be taken to ensure adequate supervision primarily to safeguard the child but also to protect the staff member from potential risk.

Be aware of your own limitations

Only carry out activities you understand and with which you feel competent. If in doubt, ASK. Some procedures must only be carried out by members of staff who have been formally trained and assessed.

Promote positive self-esteem and body image

Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.

If you have any concerns you must report them.

If you observe any unusual markings, discolouration or swelling, report it immediately to the designated practitioner for child protection.

If a child is accidentally hurt during the intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to the DSL. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made available to parents and kept in the child's child protection record.

Helping through communication

There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

Support to achieve the highest level of autonomy

As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for

themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and health.

62. Fabricated or induced illness

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

fabrication of signs and symptoms. This may include fabrication of past medical history fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness we will inform children's social care.

63. Mental Health

Mrs Shirley Davies is the school's designated Mental Health Lead. Mrs Davies oversees the help the school gives to children with mental health difficulties, as well as guiding staff in identifying children who are exhibiting signs of mental health problems. Mrs Davies offers advice to staff about Mental Health and, in conjunction with the DSL, will refer children to specialist services where appropriate.

Form tutors and class teachers see their pupils, day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Mental health concerns about a child are also safeguarding concerns and therefore if a member of staff has a concern about a child's mental health, they should follow the same procedure as for a safeguarding concern.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:

loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted

life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form

traumatic events such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement or child's if they are considered to be competent.

If staff have a mental health concern about a child that is also a safeguarding concern, they will take immediate action, raising the issue with the Mental Health Lead and/or the Designated Safeguarding lead or a deputy

64. Part 4 – Other safeguarding issues that may potentially have an impact on pupils

65. Bullying

The school has a separate anti bullying policy that should be read in conjunction with this policy.

66. 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 how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

67. Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

Disability
Race
Religion
Gender identity
Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

threatened or actual physical assault
derogatory name calling, insults, for example racist jokes or homophobic language
hate graffiti (e.g. on school furniture, walls or books)
provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
distributing literature that may be offensive in relation to a protected characteristic
verbal abuse
inciting hatred or bullying against pupils who share a protected characteristic
prejudiced or hostile comments in the course of discussions within lessons
teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
refusal to co-operate with others because of their protected characteristic, whether real or perceived
expressions of prejudice calculated to offend or influence the behaviour of others

attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school

taking preventative action to reduce the likelihood of such incidents occurring

recognising the wider implications of such incidents for the school and local community

providing regular reports of these incidents to the Governing Body

ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes

dealing with perpetrators of prejudice based abuse effectively

supporting victims of prejudice based incidents and hate crimes

ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

68. Drugs and substance misuse

See Twyford School Policy on Smoking, Drugs and Alcohol

Faith Abuse

The number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise him or her.

A child could be viewed as 'different' for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

There are various social reasons that make a child more vulnerable to an accusation of 'possession' or 'witchcraft'. These include family stress and/or a change in the family structure.

The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school becomes aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children's social care.

69. Gangs and Youth Violence

The vast majority of young people will not be affected by serious violence or gangs.

However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial

preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour
- understand risks for specific groups, including those that are gender-based, and target interventions
- safeguard, and specifically organise child protection, when needed
- make referrals to appropriate external agencies
- carefully manage individual transitions between educational establishments especially into Pupil Referral Units (PRUs) or alternative provision
- work with local partners to prevent anti-social behaviour or crime.

70. Private fostering

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The Law requires that the carers and parents must notify the Children's Services Department of any private fostering arrangement.

If the school becomes aware that a pupil is being privately fostered we will inform the Children's Services Department and inform both the parents and carers that we have done so.

71. Parenting

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's Syndrome, some conditions associated with autism or ADHD that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing details of community based parenting courses
- linking to web based parenting resources (for example
- referring to the school parenting worker/home school link worker (where available)

discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
Considering appropriate early help services

72. Part 5 –Safeguarding processes

73. Safer Recruitment

The school operates a Safer Recruitment Policy. On all recruitment panels there is at least one member who has undertaken safer recruitment training.

The recruitment process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references.

DBS checks are made on volunteers and risk management process instigated until disclosure returned.

Staff Induction

The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff behaviour policy/code of conduct, and part one and Annex B of Keeping Children Safe in Education 2021. Regular safeguarding updates are delivered to all staff at least termly. Every new member of the teaching and non-teaching staff, including new peripatetic musicians, sports coaches and third party catering and cleaning staff, are required to attend a Twyford School Safeguarding Awareness Course. This will be organised by the Designated Safeguarding Lead. Every effort will be made to complete this training prior to first contact with children, and this may be on the first Induction Day. Where this is not possible, a risk assessment will be instigated. All support staff are also required to be given the same training in child protection. The only adults who work or visit the school who are exempted from this requirement are:

Occasional visitors, including occasional lecturers and contractors, who sign in and are given a security badges by our office staff; these visitors are constantly under the direct supervision of our own staff.

Contractors working on a designated site that is physically separated from the rest of the school, who are required to sign in and out at their site office and to be easily identifiable at all times

Every member of staff needs to be confident that he or she understands his or her role in:

- Keeping children safe
- Promoting the welfare of pupils
- Promoting equal opportunities and inclusion
- Preventing bullying and harassment
- Understanding and being aware of the signs and symptoms of child abuse
- Keeping themselves safe from unfounded allegations

Everyone is required to take part in the training, no matter what their previous background or level of expertise. Updates to procedures or statutory requirements are presented at staff meetings. Refresher training from an external trainer is provided for all staff at three yearly intervals. In practice, there is a termly update at the start of each term. This takes place at Inset Day and covers any policies or practices that may have changed or been affected by legislation.

New staff complete online training units through Educare in: Safeguarding in Schools, Preventing Bullying; Prevent; Child-on-Child abuse.

New staff must read, and sign to confirm reading, of:

Twyford School Safeguarding and Child Protection Policy
Twyford School Behaviour Policy
Twyford School Code of Conduct and Teachers' Standards
Twyford School Missing Child Policy
Keeping Children Safe in Education (part 1 and Annex B)
Twyford School Anti-Bullying and Cyber-Bullying Policy
Twyford School Whistleblowing policy
Twyford School Low Level Concerns Policy

This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

Health and Safety

The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the act.

All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail'

Site Security

We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. These are:

Appropriate doors are locked except at the start and end of the school day

Doors are kept closed to prevent intrusion

Visitors and volunteers enter at the reception and must sign in

Visitors and volunteers are identified by a red colour-coded photo-identity card produced at Reception, and worn by the visitor or volunteer at all times.

Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given

All children leaving or returning during the school day have to sign out and in

Empty classrooms have windows closed.

74. Off site visits

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment will be needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The school has an educational visits co-ordinator (EVC) Mrs Liz Clarkson, who guides staff through the approval processes. She helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits. The Senior School Nurse provides guidance and training (where necessary) in the specific management of pupils with medical needs while on an educational visit. Almost all staff are trained in First Aid or Paediatric First Aid.

First Aid

Please see Twyford School First Aid Policy

Physical Intervention (use of reasonable force)

Please see Twyford School Physical Intervention Policy

Taking and the use and storage of images

As a school we seek consent from the parent of a pupil before taking and publishing photographs or videos that contain their images. This consent is usually obtained upon the child joining Twyford. A register is kept of all permissions and of any that do not give consent. Staff must not take photographs of children on their personal devices.

Unless otherwise authorised in advance by the Headmaster, photographs will only be taken on school owned equipment and stored on the school network.

See more detailed requirements in Staff Code of Conduct

Transporting pupils

On occasions parents and volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.)

In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where parents'/volunteers' cars are used on school activities the school will notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

All parents/volunteers are therefore asked to complete and return the form attached in the above link to the school before they offer to use their car to help with transporting pupils.

See more detailed advice in Staff Code of Conduct

Disqualification under the childcare act

The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.

We will continue to check for disqualification under the Childcare Act as part of our safer recruitment processes for any offences committed by staff members or volunteers.

Useful contacts

Key Personnel	Name (s)	Telephone No.
DSL	Mr Tom Parsons	

Deputy DSL(s)	Miss Pippa Higham Mr Dom Britt Mr Gary Crook Miss Abbey Fetcher (Mrs Fetcher is the nominated DSL for EYFS) Mr Gregg Lewis Mrs Shirley Davies Mrs Alison Thompson Mrs Judith Ramshaw Mr Simon Honey Miss Claire Smith	07722 984723 07960 954893 School 01962 712269
School's named "Prevent" lead	Mr Tom Parsons	Mobile 07904635770 Home 01264 861404 School 01962 712269
Nominated Safeguarding Governor	Mr James Fox	School 01962 621301
Chair of Governors	Mr Colin Howman	01962 71226
Children's Reception Team		01329 225379
Out of hours social care		0300 555 1373
Police		101 or in emergencies 999
Safeguarding advisors / Local Authority Designated Officers (LADOs)	Barbara Piddington Fiona Armfield Mark Blackwell	HCC Safeguarding Unit 01962 876364
School nurse	Mrs Alison Thompson	01962 712269
School matron	Mrs Mandy Cummings, Mrs Victoria Bartlett, Mrs Mira Qureshi	01962 712269
Boarding Matron	Mrs Caroline Matravers-Scott	01962 712269

75. Boarding Annex1

As a flexi-boarding School that offers weekly boarding, boarding and the wider pastoral staff should be aware of the possibility of child-on-child abuse between boarding pupils, especially where there are pupils across a wide age range, who have the opportunity to interact socially and possibly in private. Staff who have concerns should raise this with the Head of Boarding (who is a Deputy DSL) or one of his deputies and the DSL or a Deputy DSL as appropriate.

All sections of this addendum to the Safeguarding Policy apply to boarders & boarding staff during boarding hours.

Twyford School recognises that boarders have specific Child Protection and Safeguarding needs during boarding hours.

The boarding staff are committed to meeting these needs primarily by taking actions, under the guidance of the Head of Boarding, to enable all boarders to have the best outcomes.

In addition, the boarding staff are committed to meeting these needs by;

- being able to ascertain the whereabouts of all boarders during boarding hours
- carrying out registrations at the specified times and follow the missing pupil procedure if needed
- communicating with the medical room about medical issues or concerns
- reporting pastoral concerns on CPOMS
- following procedures and protocols detailed in The School's policies
- following medical and or welfare plans written by the matrons and/or the Hub staff
- considering specific boarding needs such as homesickness, transitions between home and boarding, the need to communicate home, the need to be alone, and the need to talk to somebody such as boarding staff member, a boarding prefect, the Boarding Matron, the Chaplain, the School Listener or the Independent Listener
- following the Fire Evacuation Procedure

76. Annex 2

77. Briefing sheet for temporary contractors and supply staff

While working **at Twyford School**, you have a duty of care towards the children/pupils/students on the school site. This means that at all times, you should act in a way that is consistent with their safety and welfare.

In addition, **if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is *Mr Tom Parsons* and can be contacted by phone on 07904635770, 01962 779824 and email: sjohnston@twyfordschool.com**

You may have become concerned as a result of:

Observing a physical injury, which you think may have been non-accidental

Observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for

Observing behaviour that leads you to be concerned about a child or young person

A child or young person telling you that they have been subjected to some form of abuse

Being made aware that a child is being abused by another child (peer on peer abuse)

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the **DSL** as soon as possible and no later than 24 hours. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

Rather than directly questioning the child, just listen and be supportive

Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish

Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect

Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it and give your record to the **DSL** who will contact Children's Social Care if appropriate

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in **the School Office**.

If you believe an adult has behaved inappropriately towards a child or children, you must report this to the Headmaster, Mr Andrew Harvey, as soon as possible, certainly no later than 24 hours. He can be contacted on 07468 455864 (24 hours) or by email: headmaster@twyfordschool.com.

Concerns could include:-

- Inappropriate use of language, shouting or swearing

- Discussing personal or sexual relationships with, or in the presence of, children

- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such

- Behaving towards a child in any way that could indicate he or she would pose a risk of harm to children

Low level safeguarding concerns

Low level concern does not mean it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm. A low-level concern is 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 Twyford School, may have acted in a way that:

- Is inconsistent with Staff Code of Conduct Policy, including inappropriate conduct outside of work, and

- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Paragraph 410 in KCSIE 2021 gives examples of such low-level concerns. Staff are expected to share any low-level safeguarding concerns with the DSL or a Deputy DSL.

IF YOU ARE CONCERNED ABOUT THE WELFARE OF A CHILD, OR THE BEHAVIOUR OF AN ADULT TOWARDS A CHILD, YOU MUST REPORT IT.

IF YOU CANNOT MAKE CONTACT WITH THE APPROPRIATE PERSON, AND YOU BELIEVE A CHILD IS AT RISK OF SIGNIFICANT HARM, YOU MUST REPORT IT TO CHILDREN'S SOCIAL CARE YOURSELF: **Children's Reception Team (CRT) on 01329 225379 – THEN ALSO REPORT IT TO THE DSL/HEADMASTER AS APPROPRIATE**

Keeping yourself safe

Ensure that at all times nothing in your behaviour could be misunderstood, leading to allegations being made against you with regard to safeguarding the welfare of children. This includes:

Not engaging children in conversation or allowing them to draw you into conversation

Not using mobile phones anywhere near children, and certainly not taking photos on the school site at any time

Not entering areas of the school that are for the use of children, especially changing rooms/toilets. You will be told which staff only facilities you may use

DO NOT establish or seek to establish social contact with pupils, including e-mail, social networking and mobile telephones

DO NOT pass your home address, phone number, e-mail address or other personal details to pupils/children

Remember, if you have a concern about the welfare of a child, you MUST report it to the DSL, Mr Tom Parsons as soon as possible.

78.

Annex 3

79. Responsibilities for those Letting or Hiring any part of Twyford School Facilities

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82.

83. Introduction

b. Background

Twyford School is a co-educational day and flexi boarding school for over 400 pupils aged 2-13. Twyford School supplies facilities and associated services to organisations or individuals on a commercial hire basis during both school term-times and holiday periods. Groups may be residential or non-residential and may be adult only or a mixture of adults and children.

Twyford's Charitable Objects

To advance education by the provision in the United Kingdom of a day and/or boarding school or schools for boys and girls and by ancillary or incidental educational activities and other associated activities for the benefit of the community.

c. Definitions

Children are under 18 years of age.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment (abuse and neglect).
- Identifying children who give cause for 'concern' and taking steps to support them.
- Protecting children from radicalisation.
- Being alert to the vulnerability of those with disabilities and special educational needs.
- Preventing impairment of children's health or development.
- Ensuring children are growing in circumstances consistent with the provision of effective care.
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.

Harm is defined as ill treatment, impairment of health, or impairment of physical, emotional, intellectual, social or behavioural development.

d. Duty to Safeguard and Promote the Welfare of Children

Groups bringing children to use the school's facilities have a legal and moral duty to safeguard and promote the welfare of those children. Twyford School recommend that hirers adhere to the standards stated by the Department of Education "Boarding Schools: National Minimum Standards" (April 2015 to be updated September 2022) -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180948/DFE-00126-2012.pdf

e. Twyford Policy Statement

Twyford School is fully committed to safeguarding and promoting the welfare of all children who use the school's facilities. It is an important priority for the Trustees and Senior Leadership Team (SLT) to fulfil this commitment and to meet both legal and moral responsibilities. Twyford School will comply with relevant statutory guidance and will aim to encourage other good practice to safeguard and promote the welfare of children.

During all instances where another organisation is responsible for the children, such as when the premises are let during the school holidays, the hiring organisation is responsible for the welfare of children in their care, rather than Twyford School. The SLT and staff of Twyford School will encourage good child welfare practices to these organisations.

f. General Principles

The Trustees and SLT of Twyford School want to ensure that all children using the school's facilities will be respected, valued, and protected, and that every effort will be made to promote their welfare and enjoyment. Twyford School aims to maintain a culture which encourages discussion and awareness of child welfare and does not shy away from confronting the issues when they arise. Conduct and qualities including honesty, kindness, responsibility, friendship and respect will be actively reinforced, as will these principles:

The individual's welfare is paramount.

- Everyone has the right to protection from abuse, whatever their age, culture, disability, gender, language or racial origins.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.

Twyford School aims to develop child centred policies and procedures and will work in partnership with agencies qualified to address the issues e.g, social services, the police, or the NSPCC.

84. Responsibilities

The school has effective safeguarding /child protection policies and procedures to support the delivery of robust whole school approaches.

All Twyford staff are responsible for safeguarding and always promoting the welfare of children, whether they are directly or indirectly involved with children. This includes being vigilant for the signs of potential abuse and acting swiftly to address any situation in which the well-being of a child could be adversely affected.

g. Individual Responsibilities within Twyford School Staff

Mr Tom Parsons is the Designated Safeguarding Lead and has responsibility for:

- Implementing the school's policy and associated procedures for child welfare/safeguarding.
- Monitoring the general operation of the procedures.
- Overseeing relevant child protection and other safeguarding training for Twyford staff.
- Supporting Twyford School Staff in responding to concerns raised by staff, parents, children or other users of the college facilities.
- Liaising with the Headmaster regarding such suspicions or allegations about adults.

The Compliance Officer (Judith Ramshaw) is one of the Deputy Safeguarding Leads and there will be monitoring checks made to ensure all aspects of the safeguarding process are implemented.

Please note all hirers line managers are responsible for carrying out reasonable supervision of their own staff.

h.

i. Responsibilities of Hirers

Hirers will be expected to support the efforts of Twyford School to safeguard and promote the welfare of all children.

Groups with children using the school's facilities will have responsibility for safeguarding and promoting the welfare of the children within their group and will be expected to have appropriate policies and procedures in place to carry out that responsibility. These must include procedures for:

- I. Identifying and dealing with immediate or potential instances of child abuse.
- II. Identifying children who give cause for 'concern' and taking steps to support them.
- III. Identifying immediate, or potential, children vulnerable to radicalisation.
- IV. Safeguarding and being alert to the special vulnerability of the disabled and those with special educational needs.
- V. Identifying and dealing with sexual abuse, including children sexually abusing other children.
- VI. Inducting pupils under their care adequately, ensuring that they understand who to turn to for support.
- VII. Provide a facility to safeguard student/child possessions whilst resident at Twyford School.
- VIII. Provide a social programme suitable for the age of the pupils and nature of the hiring.
- IX. Provide adequate staffing and supervision to at least the standards as dictated by the British Council (groups without British Council accreditation are still expected to adhere to these standards)
- X. Adequate missing child action plan with clearly defined responsibility.
- XI. Provide suitable policies to promote good behaviour by pupils to include:
 - Anti- bullying procedures
 - Disciplinary sanctions
 - Camp rules
 - Arrangements for searching pupils and possessions
- XII. Whistleblowing – hirers must have procedures in place on how to make disclosures to the relevant person.

Hirers should also keep Twyford School informed of any child protection concerns or safety incidents.

General Twyford Procedures

The school has effective safeguarding policies and procedures to support the delivery of robust whole school approaches. See Twyford School Safeguarding and Child Protection Policy.

School carefully consider legal duties placed in relation to safeguarding and promoting the welfare of children, in supporting pupils with regards to particular protected characteristics- including disability, sex, sexual orientation, gender reassignment and race.

Recruitment, selection and induction follows safer recruitment practice including due diligence to include satisfactory clearance by the Disclosure and Barring Service (DBS) to help prevent child abusers or those with intent to radicalise having access to children.

Twyford School will maintain high standards of Health and Safety management and will comply with Health and Safety legislation to ensure that the school's facilities are safe and healthy environments for children's activities.

j. Training

The Designated Safeguarding Lead (DSL) will provide all staff with general training on safeguarding and promoting the welfare of children. This training will include:

- A statement about the importance of child protection.
- Forms of abuse and signs of abuse to look out for.
- What to do if they are suspicious about the possibility of abuse.
- Identifying children vulnerable to radicalisation
- What to do if a child discloses something that sounds like child abuse.
- How to look after oneself following such a disclosure.
- Twyford's policy and associated procedures.
- Guidance on safe working practices.

Professional curiosity is essential in promoting a vigilant culture.

k. Staff Presence

Other than for children's activities directly operated by Twyford School, external hirers will be expected to provide sufficient suitable adults to supervise the children within their group.

l. Security of the Boarding Houses

All non-residential groups are informed that they must not attempt to access the boarding houses at any time. All house access doors are also secured by means of keypads or alarms.

People wishing to view the boarding houses, e.g., prospective parent, potential clients, will be always guided and escorted by the Registrar or Commercial Manager. Contact will be made with the Boarding Housemaster or Matron before the tour of the house starts and appropriate steps will be taken to ensure that pupils/children are not in a room to be viewed. Whenever possible, such tours will be scheduled for lesson or activity times when most pupils/children will not be in their houses.

m. Information and Public Awareness

This document provides all commercial hirers of the facilities with information about Twyford School's policy and procedures for safeguarding and promoting the welfare of children.

Notices will also be prominently displayed within the boarding houses and other facilities to be used by groups. The notices are intended to give parents, children and other users information about what we do and what they can expect from us. It will also let parents, children and other users know how to voice any concerns they may have.

n. Photographic and Video Images

Twyford School's policy is to endeavour to ensure that, as far as is reasonably practicable, all children who use the school facilities through commercial arrangements with Twyford School are protected from being exposed to potential abuse via the inappropriate taking and transmission of photographic images. Groups involving children will be expected to demonstrate that they have suitable procedures in place regarding the taking of photographic and video images.

If Twyford School plans to use images of children for promotional purposes, the following procedures will be applied:

- Individual children in a photograph will not be named.
- Parental permission will be sought to take and use the image.

Online Safety

Twyford School have some filtering and monitoring systems in place to help protect children from harmful and inappropriate material.

Hirers should be aware that children may have unlimited and unrestricted internet access via 3G & 4G and should carefully consider these risks and how these are managed.

85. Specific Procedures for Particular Groups

o. Residential Groups Including Children

Prior to commencement of the residential the organiser will be required to demonstrate that they have suitable policies and procedures in place for safeguarding and promoting the welfare of children in their group. Copies of relevant documents must be provided to the Commercial Manager for review and retention. Groups will be required to provide a list of the names of all their adult staff/volunteers, plus written assurance that they have completed suitable checks on all their staff/volunteers e.g., DBS checks. Groups are also expected to have delivered appropriate safeguarding training to their staff and volunteers.

The group will be required to have an appointed 'Designated Safeguarding Lead' on site and to have taken appropriate steps to inform parents and children about how to raise any concerns they may have. The Commercial Manager will meet with the group's 'DSL' when the group arrives to confirm that all necessary measures are in place for safeguarding and promoting the welfare of children.

'Safeguarding and promoting the welfare of children' will be included in the group briefing for all staff and participants shortly after arrival.

p. Adult Residential Groups

The group must have an identified leader on-site. Groups will be required to provide a list of the names of all the people in their group.

'Safeguarding and promoting the welfare of children' will be included in the group briefing for all staff and participants shortly after arrival.

q. Weddings and Other Entertainment Functions

Twyford School is only able to book small entertainment functions during the school holidays. Members of the Lettings and Events team will help monitor the group and will be alert to any potential child welfare issues.

If there are residential groups with children on site at the same time as the function, the Estates team will be consulted to plan how to ensure a reasonable separation of the function and those children.

r. Meetings, Conferences, Training and Team-building Events

Commercial users who will be on-site during the school term-time should not attempt to interact with school pupils.

The following procedures will also apply:

- The organiser will be required to provide a list of delegates in advance.
- Delegates will be signed in and issued with a visitor's badge, either at School reception or at the meeting room. A member of the Lettings and Events team will supervise arrivals.
- A briefing will be given to delegates at the start of the event regarding safeguarding and promoting the welfare of children, specifying which facilities and/or areas of school are available and other H&S matters.

s. Pitch Hire by Groups Including Children

Commercial users who will be on-site during the school term-time should not attempt to interact with school pupils.

The organiser will be required to demonstrate that they have suitable policies and procedures in place for safeguarding and promoting the welfare of children. Copies of relevant documents must be provided to the Commercial Manager for review and retention. Groups will be required to provide a list of the names of all their adult staff/volunteers plus written assurance that they have completed suitable checks on all their staff/volunteers e.g., DBS checks. Groups are also expected to have delivered appropriate training to their staff/volunteers, including a 'Code of Conduct for Coaches' that is relevant to their sport.

The group will be required to have an appointed 'DSL' and to have taken appropriate steps to inform parents and children about how to raise any concerns they may have. The Commercial Manager will contact the organiser, or the Hiring's group 'DSL' or Tour Leader to confirm that all necessary measures are in place for safeguarding and promoting the welfare of children, prior to the use of Twyford School facilities.

t. Pitch Hire by Adult Groups

Commercial users who will be on-site during the school term-time should not attempt to interact with school pupils.

The group must have an identified leader on-site for all session. Groups will be required to provide, to the Commercial Manager, a list of the names of all the people in their group and to update this regularly.

Responding to Alleged or Suspected Incidents of Child Abuse/Harm/Exploitation

It is the responsibility of all Twyford staff, group staff/volunteers and other adults to respond to any potential signs of child abuse, which could follow from:

- Observing an incident.
- Observing physical or behavioural indicators that cause concern.
- A child reporting that something has happened.
- Someone else (adult/child) reporting their concerns.

u. Observing an Incident

If a child is suffering significant harm or is clearly in imminent danger of suffering significant harm, Twyford staff, hirers group staff/volunteers and other adults must intervene immediately to stop or prevent such harm. Action must be taken to ensure that the child does not remain in danger of significant harm, for instance by ensuring that the child is separated from the person actually or potentially causing the harm and by placing them in the care of an appropriate adult e.g, group leader, parent or member of the Twyford leadership team. Medical attention should also be arranged if necessary.

Any adult alleged to have caused or threatened significant harm to a child will not be permitted access to the school site while the matter is being investigated by the appropriate bodies. For a member of Twyford staff, this will mean immediate suspension pending the outcome of the investigation.

v. Observing Indicators That Cause Concern

Twyford School and group staff/volunteers are expected to be vigilant to potential indicators of child abuse and to act if they see something that causes them concern. Twyford staff will relay their concerns about a child to the group leader or the group 'Child Protection Officer' and pass a record of the conversation to the Designated Safeguarding Lead.

w. Being Informed About Potential Abuse by the Child Concerned or another Child or Adult

If such a disclosure is made to a member of the Twyford staff by the child who is potentially being abused, or if the child concerned is on site, that member of staff will take immediate action to ensure the child can be comforted and safeguarded in an appropriate manner.

Detailed notes of the disclosure by the child/adult will be made straight away and the notes will be passed to the group leader, or the group 'Designated Safeguarding Lead.

When the Designated Safeguarding Lead (or Deputy Lead) have relayed a concern or disclosure to a group leader or a group 'DSL, they will follow up on a timely basis to satisfy themselves that appropriate action has been taken by the group to deal with what has been relayed. If they remain uncertain or dissatisfied with the adequacy of the response, they will contact the appropriate authorities for further advice. The response by the group and any subsequent actions by the Commercial Manager or Compliance Officer will be documented.

This document will be available on our website for the review of parents, guardians and hiring groups.

x. Key Organisations to Contact in the Event of Suspected Abuse or for Advice

Hampshire Direct line 01329 225379

LADO Adult referrals 01962 876364

Hampshire Safeguarding Children Partnership, Child Protection – Tel 01962 876355

NSPCC Helpline – Tel 0808 800 5000

86. CHILD SAFEGUARDING CONFIRMATION

I confirm that I _____ in the capacity of _____ for the _____ group resident at / hiring facilities at Twyford School during the period ___/___/___ to ___/___/___ :

- Have been made aware of and fully understand the Twyford School's policies and procedures described in the document 'Safeguarding and Promoting the Welfare of Children – Information for Hirers'.
- Will act to support and comply with Twyford School's policies and procedures for safeguarding and promoting the welfare of children.
- Accept my responsibility for the behaviour of my group.
- Will ensure that all members of my group are aware of and will comply with the relevant Twyford School child welfare procedures.
- Have provided a complete list of the adults with my group.

For groups including children:

I also confirm that:

- My group has policies and procedures in place for safeguarding and promoting the welfare of children and up-to-date copies of these have been provided to Twyford School.
- My staff and I will act in accordance with my group's policies and procedures.
- I have provided a complete list of the adult staff/volunteers supervising the children in my group.
- Suitable checks have been completed for those staff/volunteers
- The staff/volunteers have received training on safeguarding and promoting the welfare of children (including a 'Code of Conduct for Sports Coaches' if appropriate).
- The children in my group, and their parents, have been informed about how to raise any concerns they may have regarding child welfare matters.

The 'Designated Safeguarding Lead' for this group is _____

Signed _____

Date _____