MOOR PARK

AD DEUM QUI LAETIFICAT JUVENTUTEM MEAM

SAFEGUARDING & CHILD PROTECTION POLICY

1. Application

This policy is applicable to all pupils; this includes pupils in the Main School, the EYFS, Boarding, Tick Tock and all off-site activities. (During any period of online learning for any number of children, please see the Moor Park @home document on the school's website for details of how safeguarding procedures will operate.) Whenever the word 'staff' is used it refers to all members of staff, governors, self-employed staff, staff employed by a third party, supply staff, contractors, volunteers, students and those on work experience. The policy is posted on the school website and all policies and procedures are also available from the Headmaster's PA.

2. Legislation

This policy reflects current legislation, accepted best practice and complies with the statutory guidance outlined below along with other advisory documents. The school is located in Shropshire and therefore, follows the local procedures of the Shropshire Local Safeguarding Community Partnership. The school also follows the latest government guidance on action required during the Covid pandemic.

- Keeping Children Safe in Education (KCSIE) September 2025
- Working Together to Safeguard Children (WT) (2018 updated 2023)
- Statutory Framework for the Early Years Foundation Stage (September 2021)
- Shropshire Safeguarding Community Partnership Threshold Document
- National Minimum Boarding Standards
- Independent School Standards Regulations (2014)
- The Prevent Duty Guidance (2015 updated 2021) (Prevent Duty)
- DfE statutory guidance 'Disqualification under the Childcare Act 2006' (February 2015)

A full list of all guidance documents may be found in section 31 of the policy.

Other Moor Park policies, which form part of the overarching safeguarding approach within the school, and which should be read in conjunction with this policy are:

Anti-bullying; Equal Opportunities; Registration and School Attendance; PSHCE; Drugs Education; Behaviour; SEND; Health and Safety; Recruitment, Selection and Disclosures; Restraint; Cyber Bullying; E-Safety Policy; IT Acceptable Use; Photographs – Taking, Storing and Using Images of Pupils; Medical Aid Policy; Relationships and Sex Education; Data Protection; Professional Expectations and Code of Conduct; Whistle blowing; Missing Child; Children Missing Education; EYFS Uncollected Child Policy; Risk Assessments (Off Site Activities); Visitors Procedure.

MOOR PARK

AD DEUM QUI LAETIFICAT JUVENTUTEM MEAM

3. Key Contacts

School

The school has a Designated Safeguarding Lead (DSL), Mr James Duffield, who has responsibility for all safeguarding and child protection matters. The EYFS also has an allocated DSL who is responsible for the welfare of EYFS children; however, Mr Duffield retains ultimate lead responsibility across the entire school, including for EYFS pupils.

Designated Safeguarding Lead		01584 876061/872342
Mr Nigel Richardson: ndr@moorpark.org.uk		
Deputy Designated Safeguarding Lead		01584 876061/872342
Mr Jean-Michel Collin: jmc@moorpark.org.uk		
Deputy Designated Safeguarding Lead		
Mrs Nicola Marshall (Head of EYFS): ticktock@moorpark.org.uk		01584 871510/872342
Headmaster		
Mr James Duffield: head@moorpark.org.uk		01584 876061/872342
Andrea Minton Beddoes	(Chair of Governors)	amjmb@moorpark.org.uk
Mrs G Sommers	(Chair of Safeguarding Sub-Committee)	gs@moorpark.org.uk
Canon C Walsh	(Independent Listener)	01584 872906
Mrs Elinor Phillips	(Independent Listener)	07767 396228

External Contact Details

Although it is the policy of the school that referrals are made by the DSL, anyone can make a referral. If a child is in immediate danger, the Police should be contacted on 999.

SHROPSHIRE

The school follows the procedures and thresholds of the Shropshire Local Safeguarding Community Partnership.
Shropshire LSCP website: www.safeguardingshropshireschildren.org.uk

Concerns about children living within Shropshire must be reported to:

First Point of Contact (FPOC) on 0345 6789 021.
Professionals reporting concerns must follow up in writing using the Multi-agency Referral Form (MARF).
Emergency Social Work Duty Team

(After 5 pm and at weekends)	0345 6789 040

Concerns about the conduct of adults must be reported to the LADO for Shropshire:

Local Authority Designated Officer (LADO)	03456 789 021

Other contact details

Children's Centre (Craven Arms)	01588 673873

COMPASS – Early Help

Includes consultation with an Early Help Advisor or CAHMS Advisor; Early Help Implementation Enquiries and to check if an EHAF has already been completed by another professional. 0345 6789 021

Early Help information and forms can be downloaded from www.shropshire.gov.uk/early-help.

Early Help queries can be emailed to earlyhelp@shropshire.gov.uk

Prevent

Prevent radicalisation	01386 591835
Prevent Lead – (through FPOC)	03456 789021

Concerns about pupils residing outside Shropshire should be referred to the local authority where the pupil principally resides.

HEREFORDSHIRE

For pupils living within Herefordshire

Hereford Initial Contact Team	01432 260940
(Out of hours)	01905 768020
Herefordshire Children's Partnership	01432 260100
Consultation with an Early Help Advisor	03456 789021
COMPASS …. For Early Help	03456 789021

MOOR PARK

AD DEUM QUI LAETIFICAT JUVENTUTEM MEAM

WORCESTERSHIRE

For pupils living within Worcestershire

Worcestershire ~ Family Front Door	01905 822666

Other Useful Contact Details

Ofsted (General helpline)	0300 123 1231
Ofsted (Whistleblower helpline)	0300 123 3155
NSPCC 24 hour helpline	0808 8005000
NSPCC Whistleblowing Advice Line	0800 0280285
Police	
Police Public Protection Unit	0300 333 3000
Police – Emergencies	999
Police – non emergency	101
DfE Helpline	0207 340 7264
Childline	0800 1111
Counter – extremism	
	counter-extremism@education.gsi.gov.uk
RIDDOR (all incidents may be reported online,	www.hse.gov.uk
telephone service for fatal and major injuries only)	0845 300 9923
Boarding Standards contacts	
The Office of the Children's Commissioner	0800 5280731
	www.childrenscommissioner.co.uk

MOOR PARK

AD DEUM QUI LAETIFICAT JUVENTUTEM MEAM

4. Policy Statement

Safeguarding is the action that is taken to promote the welfare of all children and protect them from harm. Safeguarding means:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as in need and/or suffering or likely to suffer significant harm. This document includes child protection procedures which detail how to respond to concerns about a child.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child. (KCSIE 24)

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

The governors and staff fully recognise their statutory responsibilities for safeguarding children and understand that the safeguarding and overall welfare of pupils is of paramount importance. It is our objective and our duty to safeguard pupils from harm and actively promote the welfare of each individual child. We recognise that all members of the school community including staff, parents and volunteers have a full and active part to play in protecting children and promoting their well-being.

Moor Park prides itself upon being an 'open' school, in which both children and adults feel secure, and where staff, pupils and parents feel able to raise concerns, where concerns will be listened to and where support services and other agencies are readily involved.

Safeguarding provision reflects significant characteristics of the school. As such, the school pays particular regard to the wide age range of the children in its care, and the particular demands of the boarding environment, including the potential for abuse by peers and the less formal relationship between children and staff created by the boarding environment.

We recognise the role that technology plays as a significant component in safeguarding issues and understand the role of online abuse as part of our duty to safeguard the wellbeing of children at Moor Park.

We believe that the school should provide a caring, positive, safe and stimulating environment which promotes social, physical, emotional and moral development, enabling all children to thrive. We understand that safeguarding includes looking after mental as well as physical health.

The safeguarding ethos and culture of the school is embedded into all aspects of school life and, along with a strong emphasis on pastoral care, supports the children's development, fostering self-esteem, security, confidence and independence. It is regarded as central to the well-being of the individual and is, therefore, an intrinsic part of all aspects of the curriculum and wider school life.

5. Aims of the Policy

- To establish and maintain an environment where both staff and children feel safe, secure, are encouraged to talk and are listened to;
- To ensure that all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection and feel safe, secure, valued and respected;
- To ensure there are a variety of mechanisms for pupils to report any concerns and that pupils know there are adults in the school to whom they can talk if they are worried;
- To provide time, space and opportunities within the curriculum for children to develop the skills they need to recognise and stay safe from abuse, including the safe use of technology and access to the Internet; *(Also see the school's policies on PSHCE, RSE and IT)*
- To provide early help to pupils and families, either from within the school and/or from external agencies;
- To ensure that all staff are familiar with the definitions, signs and symptoms of abuse or neglect stated in KCSIE and as stated in this policy (see Appendix 1) and understand their respective responsibilities;
- To establish and maintain effective procedures so that all school staff know how to act if they have any concerns whatsoever about a child or about the conduct of an adult;
- To support those children who are at risk or who have suffered harm or neglect;
- To identify, monitor and support those pupils who may be in need of additional support from other agencies apart from Children's Social Care, e.g. Child and Adolescent Mental Health Services (CAMHS);
- To ensure that children of compulsory school age do not miss out on parts of their education through continuous or repeated absenteeism;
- To work closely with other agencies to identify, assess and support those children who are in need and/or suffering significant harm or may suffer harm without appropriate intervention;
- To practise safer recruitment and ensure that all staff are recruited in accordance with the School's Recruitment Policy and KCSIE Part 3;

- To work closely with parents and ensure that they have an understanding of the responsibility placed on the school for child protection;

6. Designated Safeguarding Lead (DSL) and Deputy DSL (for contact details see paragraph 3)

Mr Nigel Richardson is the Designated Safeguarding Lead (DSL). He has ultimate responsibility for all safeguarding and child protection matters across the entire school, including for EYFS pupils.

Mr Jean-Michel Collin (Deputy Head) is a Deputy DSL.

Mrs Nicola Marshall (Head of EYFS) is also a Deputy DSL and has immediate responsibility for the welfare of EYFS children.

All are members of the school's Safeguarding team, are trained to an advanced level in inter-agency work, and possess the status and authority to carry out their roles. They have their roles explicitly defined in their job descriptions. and are given sufficient time, funding, supervision and support to fulfil their safeguarding responsibilities effectively.

The DSL and Deputy DSLs are available during normal school hours, either in school, or contactable by telephone, for staff, pupils or parents to discuss any safeguarding concerns. At other times, such as during the school holidays, the DSL (or Deputy DSLs) may be contacted via e-mail or (in an emergency) their personal phone numbers held on iSAMS. Senior staff including the DSL and Deputy DSLs will have their personal phone numbers included in the Staff Holiday Working Schedule. The Head's PA and other senior members of staff also hold private phone numbers should this be necessary.

6.1 The role of the DSL

The DSL's full job description can be found in Annex C of KCSIE, the role can be categorized into the following main areas:

1. Raising awareness
2. Working with others
3. Managing referrals
4. Information sharing, record keeping and managing child protection files
5. Training, knowledge and skills
6. Providing support to staff
7. Understanding the views of children
8. Understand online filtering and monitoring systems in place.

This includes but is not limited to:

- Actively promoting a culture of safeguarding so the safety and welfare of children is embedded within all the school's policies and procedures
- Being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies
- Providing support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required
- Ensure all members of staff have access to, and understand, the School's Safeguarding Policy and Procedures

- To ensure systems are in place, which are easily understood and easily accessible for pupils to report any concerns
- Ensuring appropriate action is taken when a concern is raised, including referral and liaison with other agencies as required
- To be familiar with and understand the procedures and thresholds of the Shropshire LSCP
- To understand the child protection process, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes
- Ensure detailed, accurate written records are kept of all concerns with a clear chronology of events including a record of decisions and the reasons for decisions taken. This includes keeping records for those cases where there is no need to make a referral to any other service
- Attend case conferences, strategy meetings or other multi-agency planning meetings, contribute to assessments and reports and offer support to other staff who may be required to attend such meetings
- Ensure that an appropriate adult is present when a child is being interviewed by police and in other suitable circumstances
- Ensure that all staff are trained regularly, (in accordance with the requirements of the LSCP and KCSIE) to understand and discharge their safeguarding roles and responsibilities effectively
- Ensuring that the school's policy to ensure the online safety of children is up to date and applied effectively;
- Ensuring that e-safety protocols and practice are up to date so children are safeguarded when online;
- To oversee and coordinate the school's implementation of the Prevent Duty, attending training and cascading training to other staff;
- Promote the educational achievement and care of any children who are looked after. The DSL will take lead responsibility for any looked-after children.
- Ensuring that safeguarding records for pupils are passed to their next school when they leave Moor Park.
- Ensuring that safeguarding records for a child new to the school are requested within 5 days from his/her previous school.
- Ensure the Safeguarding Policy is reviewed at least annually, in conjunction with the school governors including its effectiveness in practice and that it reflects statutory guidance.
- To review the policy at any time in the event of new legislation, procedures proving ineffective or to improve procedures following an incident.
- To ensure the Safeguarding Policy is available on the school's website
- Liaising and reporting to the Governing Body as appropriate

7. The role of all members of staff

This includes but is not limited to the following:

- to provide a safe environment in which all children can learn
- to read and understand, Part 1 of Keeping Children Safe in Education and, for those working directly with children, Annex B
- to read and understand the School's Safeguarding Policy and Procedures i.e. this document
- to know the identity of the DSL and Deputies.
- to undertake regular safeguarding training, at least annually.
- to be aware of the on-line filtering and monitoring systems.
- to understand their role in keeping children safe on-line.

- to be aware of the signs of abuse and neglect, including child-on-child abuse
- to be aware that that even if there are no reports of child-on-child abuse, or any other form of abuse, it does not mean it is not happening, it may just not be being reported.
- to report to the DSL any concerns about pupils, however minor they may appear
- to know how to respond to a child who discloses harm or abuse of any kind
- through curriculum activities and all aspects of school life to help pupils understand how to keep themselves safe and manage risk
- to be alert to repeated absenteeism of any pupils and to inform the DSL of any concerns.
- to follow the school's Code of Conduct for staff at all times
- to report to the head any concerns whatsoever about the conduct of adults, this also includes behaviour outside the school that might indicate an individual is unsuitable to work with children (see paragraph 20 below for more details)

8. The role of the Governors

The role of the Governing Body is to:

- have strategic leadership responsibility for safeguarding and ensure that safeguarding is given the highest priority at all times
- actively promote a culture of safeguarding so the safety and welfare of children is embedded within all the school's processes and procedures
- appoint a trained link governor for Safeguarding. The Safeguarding Governor will take leadership responsibility for safeguarding arrangements but ultimately the responsibility lies with the whole Governing Body
- ensure there is an effective Safeguarding Policy in place, which is consistent with KCSIE and the requirements of Shropshire LSCP
- ensure that safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers. Governors should ensure that systems are in place, and they should be well promoted, easily understood and easily accessible for children to confidently report, any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- ensure the school has a Designated Safeguarding Lead (and appropriate deputies) who is a member of the Senior Leadership Team and has received regular inter-agency training at least every two years.
- ensure that all staff members undergo safeguarding and child protection training at induction, that their training in regularly updated in line with advice from Shropshire LSCP, and that they receive child protection updates at least annually
- ensure that all governors receive appropriate safeguarding and child protection training at induction with regular updates thereafter
- ensure that as a minimum, this policy is reviewed annually at the June Governing Board meeting and signed off by the Chairman of Governors. In addition, that it is reviewed whenever new legislation arises and as a result of any

deficiencies in policy or practice being identified. This annual review includes the effectiveness of procedures and their implementation and ensures that the school contributes to inter-agency working in line with *Working Together 2023*.

- ensure child protection files are maintained, which show a clear chronology and the reason for decisions taken
- ensure there are other appropriate policies and procedures in place, including Anti-bullying, Behaviour, Health & Safety, On-line Safety, PSCHE and RSE in order to safeguard and promote children's welfare.
- ensure there is a comprehensive and effective Staff Code of Conduct (including online conduct) which is implemented throughout the school.
- ensure that the school holds at least two emergency contact numbers for each child.
- ensure that safer recruitment procedures are followed in accordance with Part 3 of KCSIE and that all appropriate checks are carried out on all staff and volunteers before starting their employment.
- ensure procedures for dealing with allegations against staff and volunteers are in accordance with KCSIE and Shropshire LSCP procedures.
- recognise that neither the Governing Body, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff
- ensure that children are taught about safeguarding, including online, through various teaching and learning opportunities. Governors will ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures.
- ensure IT systems have filters installed to guard against the risk of any inappropriate internet activity, whilst not over-blocking which may place unreasonable restrictions on what children can be taught.
- have policies and procedures in place about children accessing the internet on their phones whilst in school
- have policies and procedures in place relating to the use of cameras and technology within the school, including in the EYFS.
- Ensure that outside providers of activities involving children on the school site have suitable safeguarding protocols in place irrespective of whether children on the school roll are attending. Governors should ensure that safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises
- ensure the Safeguarding Policy is published on the school website

9. Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective than reacting later when difficulties may be harder to address and it can also prevent further problems arising. Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Shropshire has a service named Compass, which is an integrated team approach with CAMHS Senior Primary Mental Health Practitioners, Early Help Advisors (Senior Social Workers) and family Information Service all co-located to triage cases on a daily basis and to assist with support. Compass helps children and young people with a range of needs, including mental health issues, to receive appropriate and timely support suitable to their level of need.

All staff have a responsibility to raise concerns and suggest Early Help interventions for children. Staff should be particularly aware of children who fall into the following categories as they may be more in need of Early Help:

- Disabled and have specific additional needs
- Special educational needs
- Young carers
- Showing signs of engaging in anti-social or criminal behaviour;
- Family circumstances e.g. substance abuse, adult mental health and domestic abuse
- Returning home to their family from care
- Showing early signs of abuse and/or neglect.
- Has certain health conditions
- Has a mental health need
- Any association with County Lines
- Is persistently absent from education

If a staff member has concerns about any child and feels that they would benefit from an Early Help intervention, they should speak to the DSL as soon as possible. The DSL will discuss the circumstances of the case with the staff member and take the appropriate action; this may include:

- Asking the member of staff to monitor the situation closely
- Involving other professionals in school or the school counsellor
- Asking the parents' and/or child's permission to undertake an Early Help Assessment through the local authority
- Written consent from the parents would normally be asked for by the DSL; verbal consent would be sought from a child. (See below for the action to be taken if no permission is given.)

Early Help can be requested for many reasons including if the child is:

- Frequently missing/goes missing from education, and
- Has experienced multiple suspensions, and is at risk of being permanently excluded from schools, colleges and
- Is in Alternative Provision or a Pupil Referral Unit."

Staff may be asked to be involved in liaising with outside agencies who become involved with a child. The lead professional in any Early Help assessment would coordinate the response. Lead professionals provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional are taken on a case by case basis. School staff and the DSL must be pro-active in passing on any changes in behaviour or circumstances to a child who is the subject of an Early Help assessment. Such changes should be passed to the Lead Professional without delay.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers
- It should involve the child and family as well as all the professionals who are working with them
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority
- Local authority children's social care should set out the process for how this will happen
- If parents and/or the child do not consent to an early help assessment, then the lead professional/DSL should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary.

10.Mechanisms for pupils to report concerns, including reports of child-on-child abuse

It is a primary aim of the school that the children have every possible opportunity to relate any worries or concerns to as wide a range of people in school as possible. This range encompasses all staff (teaching, or otherwise) but may apply particularly to the boarding staff, the Tutor/Class teacher, the Doctor, Independent Listeners, Counsellors or various agencies via the telephone. Children also have a voice in the running of the school through the School Council.

At the start of each school year, children are reminded of the need to report any concerns they may have and they record the name of the DSL in their planners and in assembly. Tutors and Form Teachers also remind children every term of who they can speak to in the event of any concerns.

The school has a suggestion box in Stone Hall for pupils to express concerns anonymously.

The school's independent listeners and their names and numbers are listed in the school diary and key locations around the school.

The numbers of other agencies (e.g. Childline and Social Services / NCSC / CSCI) are kept by the children's phones.

MOOR PARK

AD DEUM QUI LAETIFICAT JUVENTUTEM MEAM

11. Online Safety

The use of information and communication technology (ICT); is a vital part of the everyday functioning of and life in school. We also recognise the important role ICT plays in the lives of our children and their families.

Whilst there are many benefits and strengths in using ICT; there are also a number of risks to children's welfare and safety in school when using internet enabled technology; which are summarised in the following categories:

- **content**: being exposed to illegal, inappropriate, or harmful content, misinformation, disinformation and conspiracy theories.
- **contact**: being subjected to harmful online interaction with other users.
- **conduct**: online behaviour that increases the likelihood of, or causes, harm to children or others.
- **commerce**: - illegal, inappropriate, or harmful online commercial activities that can compromise the health and wellbeing or security of children or others.

We adopt a whole school approach to online safety which aims to safeguard and educate our children and their families, staff, visitors and our school in our use and management of ICT (including the use of camera enabled; mobile and personal devices and the ICT systems we have in place). *See school's online safety policy for more details.*

The school's policy explains the expectations for staff (including filtering and monitoring responsibilities), Governors, children, and visitors in use of camera enabled; mobile and personal devices and the ICT systems.

Staff should be aware of the arrangements for filtering and monitoring and cyber security and their role in keeping children safe online.

- Where there are online safety concerns involving identified children (including child-on-child abuse); staff should follow Staff Safeguarding Concerns: Recognise, Respond, Report and Designated Safeguarding Lead Safeguarding Response.
- Any school cyber security incidents will be reported to Action Fraud (National Fraud and Cyber Crime Reporting Centre) and, if there is a data breach this will be reported in line with our Data Protection Processes to the Information Commissioners Office.
- Where children are being asked to learn online at home, the school will follow advice from the Department of Education; Safeguarding and remote education . Our approach to remote learning is outlined in our @home policy.
- Online safety arrangements are reviewed annually to ensure that we meet the Keeping Children Safe in Education 2023 and Safeguarding children and protecting professionals in early years settings: online safety considerations online safety standards (including the digital standards for filtering and monitoring and cyber security). Any risks arising from our reviews are clearly recorded as part of our school evaluation and improvement action planning processes. These are reported to and overseen by our Governing Body.
- All Staff, senior leaders and Governors are appropriately to enable them to ensure effective online safety arrangements. We will respond to online safety incidents which indicate safeguarding concerns in line with the Staff Safeguarding Concerns: Recognise, Respond, Report and Designated Safeguarding Lead Response sections of this policy.

12. Counselling

Through the pastoral systems of the school, if it is felt that an individual child would benefit from counselling the school can recommends the professional services of Cally Peters, Counsellor, or Mae Hodgkinson to parents.

13. Pupil Welfare ~ Recording and Reporting Systems

- Everyday pastoral concerns about children are recorded on iSAMS, the school's management information system. This enables a number of different observations by various staff to be collated.
- Uncharacteristic behaviour from an individual (good or bad); unacceptable behaviour and any sanction imposed is also recorded on iSAMS and patterns noted.
- Individual children are discussed at weekly staff ('Pastoral') meetings.
- 'Chapter' ~ a daily meeting at 08.05 at which pupil concerns may be raised.
- There is a 'Boarding Diary' in which information is recorded as witnessed in the boarding environment, though any significant concerns are recorded on iSAMS for the reference of all staff.
- Every day pastoral concerns are stored on iSAMs with safeguarding concerns being
- Pastoral Plans are stored on children's profiles on ISAMS. Any child deemed to have specific social issues has a plan which is updated by Form Teachers and Tutors.
- Safeguarding records are kept and recoded on CPOMs. This is stored on a remote server and, accessed only by the DSL, Deputy DSLs Headteacher or member of staff assigned to a specific incident. A clear chronology is kept of all concerns, in addition any discussions with parents, Children's Social Care and the reasons for decisions made, are all recorded.
- Half termly meetings of the Safeguarding Committee are held to review information about monitored children on and any actions that have been taken. These meeting and actions are recorded on CPOMs. Some cases may be archived if no new concerns have been raised since the last 2 meetings. This enables Governors to have a clear understanding of how the school's safeguarding procedures are being implemented. The Committee comprises the Lead Governor for Safeguarding, the DSL and Deputy DSLs.

14. The effect of Special Educational Needs, Disabilities and LGBT

Children with SEND and/or physical health issues, and LGBT children, can face additional safeguarding challenges (online and offline), both in relation to their vulnerability to possible abuse and neglect and also in terms of being able to report such incidents. Additional barriers can exist when recognising abuse and neglect in this group of children. These challenges can include:

- Children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other

children;

- 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 SEND or certain medical conditions and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in managing and reporting these challenges, in particular in relation to children with cognitive understanding issues as they may struggle to distinguish between fact and fiction online.
- To address these additional needs, the School will consider whether extra pastoral care and attention is needed, along with ensuring any appropriate support for communication is in place, including a safe space for them to speak out to staff.
- The school is alert to the extra vulnerabilities of SEND children in the boarding environment relating to inappropriate pupil or student relationships and the potential for child-on-child abuse.

15. Recognising indicators of abuse

- Staff in schools are uniquely placed to observe outward signs of neglect or abuse, unexplained changes in behaviour or failure to develop.
- Children who are victims of abuse often display emotional and behavioural difficulties and it is more common for concerns to arise about a child through staff observations and casual conversation rather than a child making a direct disclosure. Staff may witness a change in a pupil's behaviour, or art or written work may show signs of distress.
- Staff should be aware that younger pupils may talk about, or demonstrate behaviour, through their play which gives rise to safeguarding concerns.
- There may also be concerns raised about a parent/carer's interaction with a pupil or issues such as parental substance misuse, domestic abuse or mental health may arise.
- **If there are any concerns at all they must be reported and recorded.** In many safeguarding cases, it is not one major incident which triggers a referral, but a series of what appear to be more minor events. It is therefore vitally important that all events are reported and recorded.
- Staff should exhibit good professional curiosity when observing children and their interactions, passing any concerns onto the DSL immediately.

Appendix 1 of this policy gives specific details of the categories of abuse and of safeguarding issues with which all staff should be familiar.

16. What to do if there are concerns about a child

It is important that children in need or at risk of harm receive the right help at the right time to address risks and prevent issues escalating. It is therefore vital that all staff understand their responsibility to:

- Identify and refer **any concerns** about a child;
- keep clear written records;
- listen to the views of the child;
- reassess concerns when situations do not improve;
- share information quickly and challenge inaction.

If a member of staff is concerned about a pupil the matter must be reported to the DSL immediately, or the deputy DSL in the DSL's absence,

Staff may prefer to speak directly to the DSL or Deputy DSL first to discuss their concerns about a pupil or they may complete the Safeguarding Report Form (Appendix 2) and email it directly to the DSL.

In either case, reporting a concern must not be delayed and concerns must be reported as soon as possible and no later than the same working day. In all instances, a written record must be made of every concern.

16.1 Key steps to follow if you suspect abuse or a pupil discloses abuse

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

It takes a lot of courage for a child to disclose that they are being neglected and/or abused. They may feel ashamed or their abuser may have threatened what will happen if they tell; they may have lost trust in adults or they may believe, or have been told, that the abuse is their fault. If a child reports, following a conversation you have initiated or otherwise, about any risks to their safety or wellbeing the following advice should be followed.

- **Listen** to the pupil, keep an open mind and take the allegation seriously. Staff should not take a decision as to whether or not abuse has taken place.
- **Reassure** the pupil that they are being taken seriously and that they will be supported and kept safe. A pupil should never be given the impression that they are creating a problem by reporting any form of abuse. Nor should a victim ever be made to feel ashamed for making a report.

MOOR PARK

AD DEUM QUI LAETIFICAT JUVENTUTEM MEAM

- **Remain calm** and do not over-react – the child may stop talking if they feel they are upsetting you or you are shocked by their information.
- **Do not interrupt** if he or she is recalling a significant event; the first account is usually the most accurate. However, you may like to offer reassuring nods or words of comfort e.g. "I want to help," "You are doing the right thing in talking to me".
- **Do not be afraid of silences** remember how hard this may be for the child.
- **Do not guarantee confidentiality to the pupil**; referrals may have to be made in order to safeguard the pupil. At an appropriate time tell the child that in order to help them you must pass the information on.
- **Do not admonish the child for not disclosing earlier**. It may be intended to be supportive but they child may interpret it that they have done something wrong.

- **Do not cross-question the pupil**. Ensure that any questions that need to be asked are as open as possible and do not lead the pupil. Let the pupil tell what he/she wants and no more. E.g. Do not ask 'leading' questions such 'Was it X who did this to you? Is it true that …? Rather say 'Tell me what happened. What happened next? How did you feel? The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations or cause the pupil to become anxious and retract their information.
- **Be prepared** to follow up with the pupil, but only in conjunction with advice from the DSL.
- **Make a written note of the discussion as soon as possible** and at the latest before the end of the day. Note time, date, place, people present and what was said, using the child's own words as much as possible. The notes may be needed in subsequent court proceedings so must be as accurate as possible. All notes should be signed and dated.
- **Do not attempt any examination** or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury.
- **If the concern or disclosure involves technology** or online images see the specific advice below in Paragraph 15.3.

- **Be prepared to listen to a third party.** Children and young people often tell other young people, rather than staff or other adults, about abuse.

- **Do not attempt to investigate further** or speak to anyone else about what you have been told, including parents; your role is to listen, record and report concerns to the DSL.
- **Report it to the DSL as soon as possible** and no later than the same day. If the DSL is not available, report to the Deputy DSL.

- **Discuss with the DSL** whether any steps need to be taken to protect the person who has told you about the abuse.

- **Seek support** if you feel distressed.

MOOR PARK

AD DEUM QUI LAETIFICAT JUVENTUTEM MEAM

16.2 Reporting and recording safeguarding concerns

- All staff are required to make a written record of all safeguarding concerns either using Appendix 2 of this policy or by entering an incident on CPOMS.
- When recording concerns, staff should record facts and information only, avoiding personal opinion.
- Any conversations directly with a pupil or overheard which raise concerns must be recorded.
- The record should include the date, time and place of the conversation, who was present and what was said by the pupil. The record should use names, not initials, for all references to people.
- The record should be made as soon as possible after speaking to the pupil so the pupil is not alarmed by notes being taken and before the conversation is discussed with anyone else. It is not good practice to make notes when a pupil is speaking as this takes the focus off the child and it may also deter the pupil from giving further information.
- It is important to record as much as can be remembered, using the pupil's own words as far as possible.
- General terms such as inappropriate language/behaviour should be avoided - be as specific as possible. Describe the actual behaviour and/or state the specific language used.
- Staff must not investigate further or speak to parents or other staff before discussing a concern with the DSL. The DSL will determine the next course of action.
- On receipt of a concern the DSL will decide and record the action taken. Action will depend on the nature of the concern. It may include one or more of the following:

    - Monitoring the pupil in school
    - A discussion with parents
    - Early help intervention from the school and/or an 'Early Help' request through the local authority
    - Referral to Children's Social Care
    - Referral to the LADO
    - Report to the police

- All records are stored in CPOMS and/or a separate confidential file, separate from the pupil's main file, in a locked, secure place with restricted access.
- The person reporting the concern will be notified by the DSL of the action to be taken.
- If for any reason the person making the report is unhappy with the course of action decided upon by the DSL, they should ask the DSL to reconsider, speak to a senior colleague, or they may also contact Children's Social Care directly. (see Paragraph 3 Key Contacts).
- If the DSL is the subject of a child's disclosure the matter should be reported directly to the Chair of Governors, without notifying the DSL.

16.3 Preserving Evidence

- All evidence (which could include a pupil's work, scribbled notes, iPads, mobile phones containing text messages, computers) must be safeguarded and preserved.
- If evidence is found on an electronic device, the device involved should be confiscated and set to flight mode or, if this is not possible, it should be turned off.
- Staff should not view images, look for further images, copy or print any images or forward images by email or any other electronic means. This is particularly important if incidents of sexting, nudes or semi-nudes are found, as to forward them is illegal.
- If the imagery has already been viewed by accident (e.g. if a pupil has shown it to a member of staff before he/she could ask them not to), this must be reported to the DSL immediately.
- Do not delete the imagery or ask the pupil to delete it.
- Do not ask the pupil(s) involved in the incident to disclose information regarding the imagery.
- Do not share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any pupil(s) involved.
- Do explain that you need to report it and reassure the pupil(s) that they will receive support and help.
- Report the matter to the DSL immediately

Further advice can be found in UKCIS Education Group *Sharing nudes and semi-nudes: advice for education settings working with children and young people.*

17. Referrals to Children's Social Care

- Referrals about a child must be made to the local authority in which the child resides. The policy of the school requires that all referrals are made by the school's DSL; however, in exceptional circumstances staff may raise concerns directly with the local authority themselves. Anyone can make a referral.
- If at any point there is a risk of immediate serious harm to a pupil, a referral should be made to Children's Social Care or the police immediately.
- If there is room for doubt as to whether a referral should be made, the DSL will consult with Shropshire's First Point of Contact Team or the pupil's local authority.
- The referral will be made without delay and no later than the same day the school becomes aware of the concern. The name of the person to whom the details are given will be recorded.
- The referral will be followed up in writing within two working days on Shropshire's Multi-Agency Referral Form (MARF) or the referral form of the child's local authority.
- If the child is already known to Children's Social Care any further concerns which arise must also be referred or their allocated social worker informed immediately.

- Careful consideration will be given to any other children who may also be at risk such as siblings or peers, (whether or not they attend Moor Park), and the Contact Team will be made aware of these concerns.
- The referral process outlined is also followed when there are concerns about a pupil who may be at risk of radicalisation.
- Children's Social Care will advise the school on the next course of action. This may include:
    - **Further monitoring of the child by the school**
    - **Early Help** from within the school and/or external agencies (see Paragraph 9 above)
    - **Section 17** assessment (the child is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989 by a social worker)
    - **Section 47** assessment (under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, it has a duty to make such enquiries as it considers necessary to decide whether to take any action to safeguard or promote the child's welfare. In some circumstances, there may be a need for immediate protection whilst an assessment and enquiries are carried out.

All local authorities have a statutory duty to inform the school of the outcome of a referral. If the school has not heard anything within 2 working days, they will contact Children's Social Care and request the information. This request will be recorded, along with the name of the social worker spoken to and stored with the referral notes. If after a referral the child's situation does not appear to be improving, the DSL (or person who made the referral) should press for reconsideration to ensure their concerns have been addressed.

The NSPCC helpline is also available if staff have concerns about the way a concern is being handled by the school or by the Local Authority. Staff can call 0800 028 0285 or email help@nspcc.org.

If the DSL is unhappy with the outcome of a referral they should discuss the concern with the First Point of Contact Team manager to try and agree a way forward. If a consensus cannot be reached, the concern can be escalated further following the Shropshire LSCP's procedure for escalating concerns.

18. Parents – Communication and Consent

- All parents are aware from the school's website that the school has a safeguarding policy and is required to follow statutory guidance to safeguard its pupils.
- A copy of this policy is also made available to all parents prior to their child joining as well as details of the complaints procedure.
- The school aims to work closely with parents to help support pupils and their families; however, it will always put the duty of care to the pupil as its priority and will refer concerns if it considers a pupil is or may be at risk of

harm or has suffered harm.

- The DSL will normally request a meeting with the parents of the pupil about whom there are concerns to discuss the matter. The reasons for the school's concerns will be explained along with the course of action the school intends to take.
- In accordance with the Shropshire LSCP guidelines, when there are safeguarding concerns, the DSL will contact parents before making a referral. However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be obtained from Children's Social Care.
- Referrals to Children's Social Care do not require prior parental consent. The DSL must act in in the best interests of the pupil, even if this results in making a referral against the parents' wishes.
- If there is an allegation which involves a member of staff, parents will only be informed after the school has consulted with the LADO and has obtained the LADO's consent.
- If parents have any safeguarding concerns they should contact the school's DSL as soon as possible or contact the local authority directly.

19. Information sharing

Information will be shared according to the HM Government guidance Information Sharing (July 2018). This states that staff should use their judgement when making decisions on what information to share and the most important consideration should be whether sharing information is likely to safeguard and protect a pupil. **Data protection legislation and guidance must not be allowed to stand in the way of sharing information to safeguard pupils.**

The guidance states that the information shared should be:

- **Necessary and proportionate** - Any information shared must be proportionate to the need and level of risk.
- **Relevant** - Only information that is relevant to the purposes should be shared with those who need it.
- **Adequate** - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.
- **Accurate** - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.
- **Timely** - Information should be shared in a timely fashion to reduce the risk of harm.
- **Secure** - Wherever possible, information should be shared in an appropriate, secure way.
- **Record** - Information sharing decisions should be recorded whether or not the decision is taken to share.

The School will seek advice if there is ever any uncertainty about the sharing of information.

20. Transfer of files

The school has a duty of care to share information and if a pupil leaves the school any safeguarding information will be forwarded to the pupil's new school for the confidential attention of the receiving school's DSL within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

A telephone conversation with the DSL in the receiving school will take place to make arrangements to ensure records are transferred securely and confidentially. The receiving school will be required to send written confirmation that the information has been received.

The school will keep a copy of the file; this will provide evidence of what the school knew and the actions they took to safeguard and promote the welfare of the child during their attendance at the school. All copies will be stored securely and destroyed once the retention period has expired. The minimum retention period is the date of birth of the child plus 25 years i.e. their 26th birthday.

Safeguarding information will be requested for any new children joining the school from their previous nursery/school. If no safeguarding records exist, the previous nursery/school will be required to confirm this in writing.

21. Allegations relating to the conduct of staff

All members of staff must follow the Staff Code of Conduct and conduct themselves in a professional manner at all times, both to ensure the safety of the pupils, and to reduce the risk of any allegation of improper behaviour.

If any allegation of abuse or suspected abuse is made against a member of staff or volunteer, the school will follow the guidance in Part 4 of KCSIE and the procedures of Shropshire LSCP.

Allegations that might indicate that a person is unsuitable to work with children are where a person has:

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

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

The following procedures relate to all members of staff, (including the self-employed, supply staff and contractors) governors and volunteers or any other adults who are currently working in the school, regardless of whether the school is where the abuse is alleged to have taken place.

After a referral to the LADO, if an allegation applies to a person not directly employed by the school the person's employer will be notified. In such cases, any investigation will usually be led by the school although this will be determined by the LADO on a case by case basis. In no circumstances will the school simply cease to use supply or third party staff for safeguarding reasons without involving the agency/employer and the LADO.

Referrals to the LADO will be made within one day of the Headmaster or Chairman of Governors becoming aware of the allegation.

21.1 Reporting an Allegation or Concern

Member of staff

A member of staff receiving an allegation of abuse about another member of staff, or with concerns about a member of staff, should report this immediately to the Headmaster. If the Headmaster is absent, the report should be made to the Chairman of Governors.

The Headmaster

An allegation or concern about the Head should be reported to the Chairman of Governors, without the Head first being informed.

Chairman of Governors

If the allegation or concern is about Chairman of Governors the report should be made directly to the LADO of the Shropshire LSCP.

In any instance where there may be a conflict of interest about reporting an allegation or concern to the Headmaster or to the Chairman of Governors, the LADO should be contacted directly, and without hesitation.

Concerns may be reported verbally, directly to the relevant senior member of staff or by an email or letter. Any staff who make a report verbally in the first instance will also be required to make a written record of the information they have disclosed.

21.2 Informing the Local Authority Designated Officer (LADO)

a) If the school identifies a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, the school will contact Children's Social Care and, as appropriate, the police immediately.
b) An allegation of abuse by an adult will always result in a senior person at the school (as detailed above) contacting the LADO for the Shropshire LSCP who will advise on the next steps to be taken.
c) Under no circumstances will the school conduct an investigation without first informing the LADO and seeking advice about the course of action to be taken. Borderline cases may be discussed without identifying individuals in the first instance and, following discussions, the LADO will advise on what further steps should be taken.
d) All discussions with the LADO must be recorded in writing.
e) If an allegation is made against a current member of staff or volunteer, the School's priority is to:

- Deal with the allegation as a matter of high priority and without delay.
- Look after the welfare of the child - the DSL is responsible for ensuring that the child is not at risk and for referring cases of suspected abuse to Children's Social Care as described earlier.
- Investigate and support the person subject to the allegation - the case manager (usually the head, unless the head is the subject of the allegation) should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

f) The school's aim will be to achieve a quick resolution of the allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation.

21.3 Procedures

a) The Head will record any basic information to establish the facts, including dates, times, locations and names of potential witnesses, any CCTV footage.

b) An initial assessment of the allegation will be made by the LADO and the Head to judge whether:
   - there is need for immediate action to protect pupils
   - the allegation is demonstrably false;
   - there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures

c) If a decision is reached that no further action is necessary, this must be recorded by both the Head and the LADO, and agreement reached on what information should be put in writing to the member of staff who is the subject of the allegation and to the person(s) who made the initial allegation.

d) If the LADO advises that a strategy meeting is needed, or police or Children's Social Care need to be involved, the case manager will not speak to the accused person or the parents or carers until those agencies have been consulted and have agreed what information can be disclosed.

21.4 Confidentiality and information sharing

a) If further investigations are required before deciding how to proceed, the Head will decide, with the LADO, who will investigate; this may be an independent investigator provided by the Local Authority.

b) The Head will usually inform the accused person about the allegation after consulting the LADO. The School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be informed about the need for confidentiality and to avoid contact with any pupils or families involved in the investigation.

c) The parents or carers of the child(ren) involved will be informed of the allegation as soon as possible, if they do not already know of it. They will also be kept informed of the progress of the case and the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome in confidence.

d) The school will make every effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Legislation prevents the "publication" of material by any person that may lead to the identification of a teacher who is the subject of an allegation. Parents and carers will also be made aware of the prohibition on reporting or publishing allegations about teachers.

e) The Head will take advice from the LADO and other agencies to agree:
- Who needs to know and, importantly, exactly what information can be shared
- How to manage speculation, leaks and gossip
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it should arise

21.5 Suspension

In response to an allegation all other options will be considered before suspending a member of staff: suspension will not be the default option. An individual will be suspended only if there is no reasonable alternative. Suspension is not an indication of admission that the alleged incident has taken place, but is to protect the member of staff as well as children and families throughout the process. In the case of live-in boarding staff, alternative accommodation off site will be provided.

If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons.

The Head and the Chairman of Governors, with advice from the LADO, will make the decision whether or not to suspend.

21.6 Allegation outcomes

Outcomes of allegations against members of staff may be defined as:

Substantiated - there is sufficient evidence to prove the allegation

False - there is sufficient evidence to disprove the allegation

Malicious - there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

Unsubstantiated - this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Unfounded - to reflect cases where there is no evidence or proper basis which supports the allegation being made

Ultimately the options open to the school depend on the nature and circumstances of the allegations and the evidence and information available. This will range from taking no further action, to dismissal or a decision not to use the person's services in future.

The School will not cease their investigations if the person leaves, resigns or ceases to provide their services. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate.

If an allegation is false, unsubstantiated or malicious and the person returns to work, the school will support that person through offering for example, a phased return or a mentor. The School will also consider how to manage the contact with the child(ren) and/or adults who made the allegation.

21.7 Record keeping and references

Allegations that are found to be malicious or false will be removed from personnel records.

However, for all other allegations, the following information is kept on the personnel file of the person accused:

- a clear and comprehensive summary of the allegation
- details of how the allegation was followed up and resolved
- a note of any action taken, and decisions reached and the outcome as

  categorised above

- a copy provided to the person concerned, where agreed by children's social care or the police; and,
- a declaration on whether the information will be referred to in any future reference

Records provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

Records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

References should include the facts (not opinions) of any substantiated safeguarding concerns/allegations which meet the harm threshold, but should not include unsubstantiated, unfounded, false or malicious allegations, even if they are repeated allegations.

MOOR PARK

AD DEUM QUI LAETIFICAT JUVENTUTEM MEAM

22. The role of the LADO (Local Authority Designated Officer)

The role of the LADO is set out in Working Together To Safeguard Children (2023). The LADO is involved from the initial phase of any allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist in deciding whether a referral is necessary and/or any immediate action is needed to protect a child.

The LADO is responsible for:

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

The contact details for the LADO are listed in Paragraph 3.

23. Referral to the Disclosure & Barring Service (DBS), Teaching Regulation Agency (TRA) and Ofsted

If an allegation is substantiated and a person is dismissed, resigns, or otherwise ceases to provide his/her services or the school ceases to use the person's services, the school has a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. A report will be made to the DBS within one month of the individual leaving the school.

This applies to any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes: dismissal, non-renewing of a fixed-term contract, no longer engaging a supply teacher, terminating the contract of a student teacher or trainee, no longer using supply, contract or volunteer staff, resignation or voluntary withdrawal from supply teaching.

Teaching Regulation Agency (TRA)

For teaching staff, the school also has a legal responsibility to report the matter to the Teaching Regulation Agency (TRA) which may result in a prohibition order being issued by the Secretary of State for Education.

A report to the TRA may also be made for additional reasons 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in *Teacher misconduct: the prohibition of teachers* (October 2015). Further guidance is published on the TRA website.

Ofsted

As the school has provision for children under two years of age and is a registered provider, it must also inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the allegations.

These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

24. Historical allegations

Abuse can be reported no matter how long ago it happened. Allegations against former members of staff or volunteers will be referred to the police.

25. Low Level Concerns about the conduct of staff

It is essential that information is shared freely and that there is a culture of openness, trust and transparency in which the School's values and expected behaviour as set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

However, there may be occasions when something occurs which causes a member of staff to have doubts about the behaviour of another adult towards a pupil, or another child, or concerns about how their own behaviour might be interpreted. This may be considered a low level concern.

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 the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not appear to meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. The school will liaise with the LADO over borderline cases to help decide whether a concern is classed as low-level or not. For all other cases,

where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone/other device
- engaging with a child on a 1:1 basis in a secluded area or behind a closed door
- Email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols;
- inappropriate physical contact
- Any incident where a member of staff feels that his/her actions or behaviour may have been misinterpreted or may have given rise to a risk or misinterpretation

Concerns about staff should be reported to the Headmaster and as outlined in Paragraph 21.1 above.

a) Notifications may be made in person or submitted via email. If the notification is made in person in the first instance, staff will be required to complete a written record later.
b) Staff are encouraged, and to feel confident if the need arises, for them to self-refer e.g. if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
c) When a low-level concern has been raised by a third party, the Headmaster will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses. The name of the person making the report will be noted and requests to remain anonymous will be respected as far as reasonably possible.
d) All low-level concerns will be recorded in writing. The record will include:

- details of the concern;
- the context in which it arose;
- evidence collected by the DSL where the concern has been raised via a third party;
- the decision categorising the type of behaviour;
- action taken;
- the rationale for decisions and action taken;
- the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible)

e) Records of low-level concerns are kept electronically in the secure safeguarding server and are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
f) If a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO.
g) The school will also consider if any wider issues in the school enabled the behaviour to occur or contributed to it and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.
h) The purpose of low level reporting is to protect both pupils and the staff working with them, and allows a system for a simple record to be kept in case events are later referred to or any patterns emerge.
i) Low level concerns relating to supply staff and staff employed by a third party will be reported to the agency/employer in order that any patterns of behaviour may be identified.
j) Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
k) The information will be retained at least until the individual leaves the employment of the school.
l) Low-level concerns will not be referred to in references.
m) A staff member who reports a Low Level concern, or a more serious allegation, in good faith will suffer no detriment as a result, and will benefit from the protection set out in the school's Whistleblowing Policy.
n) The NSPCC helpline is also available if staff have concerns about the way a concern is being handled by the school. Staff can call 0800 028 0285 or email help@nspcc.org.

27. Guidance to staff on appropriate conduct to minimise the risk of an allegation

(The points below give a very brief outline. Staff must also ensure they are familiar with the school's Staff Code of Conduct which gives detailed guidance)

- If speaking to an individual pupil in a room or when teaching 1:1, staff should either leave the door open or position themselves so that they can be seen through either a window or glass in the door.
- Staff should not meet individual children in private accommodation under any circumstances with the exception of the House Parents and Matrons for compassionate reasons when a child is distressed. The Head should be informed if this is ever necessary.
- The school nurse or Matrons may see a pupil alone for medical reasons.
- Staff may meet three or more children in private accommodation *only* when specific permission is given by the Head, at least two staff are present and the visit is logged by the Head.

- Staff must not communicate with children on a private or social basis either by e-mail or through any social networking sites. The communication of academic work or school information by e-mail is acceptable but this must only be via the member of staff's school email address.

- Staff should not convey an individual pupil by car for any reason other than a medical appointment, medical emergency, taking a child to the airport, or for a school visit. All such circumstances should be agreed in advance with the Head who will keep a record. The Matrons and House Parents may convey an individual pupil in order to purchase uniform items, shoes or to have a haircut.

- If staff use their own vehicle to transport a pupil for the above reasons they must complete a Driver Questionnaire available from the HR Administrator (hr@moorpark.org.uk) in advance of any such journey. This completed form is submitted to the HR Administrator and records full details including tax and MoT status of the vehicle as well as driver history. The school holds insurance for staff to use their own vehicle for occasional and ad hoc business use. If a member of staff regularly makes journeys for work purposes that are pre-planned then they should have "business use" cover included on their private motor policies. Pupils must use a seatbelt and, whenever possible, must be seated in the rear of the vehicle.

- Staff should be aware that any form of physical contact with a pupil has the potential to be misconstrued and could result in an allegation. However, when looking after children in the 2.5 to 13 age range, it is recognized that there can be occasions when physical contact is appropriate in exercising compassionate pastoral care. Where such contact is appropriate, for instance when a child is injured or in considerable distress, staff should ensure that they are clearly visible to other adults or children to avoid any possibility of their actions being misconstrued.

- Certain staff such as music instrument teachers and sports coaches require specific guidance as a result of the nature of their particular role. This is provided during induction and by reference to the Staff Code of Conduct.

- Staff must be aware that any contact with children via any forms of social media is prohibited.

- In the case of children with SEN and/or disabilities resulting in challenging behavior, individual plans will be put in place to minimise this. It is expected that this will reduce the need for use of reasonable force or physical restraint.

28. Use of technology, cameras, mobile phones and other devices, including in the EYFS

Also see Early Years Mobile Phone Policy, Early Years Camera & Social Networking policy, the Staff Code of Conduct and the Photographs – Taking, Storing and Using Images of Pupils Policy – Whole School

- From Year 1 to Year 8 staff are allowed to keep their phones with them but must only take or make calls on their personal mobile phones during their break times and should not be using their phone for personal reasons when

looking after children. Because they are regularly involved with children's personal care, staff in Tick Tock and Kindergarten must keep their phones in their Common Room and are only allowed to access them during break. All staff are made aware of their duty to follow this procedure, and to challenge anyone not adhering to it.

- Photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration.
- Staff must not take video footage or photographs of pupils except for school purposes. Any such images can only be placed in the public domain by a select few staff who have received permission from the Head.
- Wherever possible, staff should use school devices to photograph or video children. If a personal device ever needs to be used, any images must be uploaded to the school's server as soon as possible and permanently deleted from the personal device.
- In order to safeguard children and adults and to maintain privacy, Cameras, mobile phones or other devices are not allowed in any areas where pupils may be washing or changing, nor should photography be used in a manner that may offend or cause upset.
- Parents are asked to restrict photography whether on cameras, mobile phones or other devices to major school events published in the school calendar only. General filming in school by parents is not permitted.
- Parents should be aware that other parents in the school may object to photographs being taken which, inadvertently or otherwise, include their child; therefore, any images taken must be for personal use only and should not be shared on social media.
- Other visitors, volunteers and contractors in school are not permitted to take photographs in any area of the school without specific permission from the Head.
- The school reinforces the importance of online safety to parents through regular information evenings and communication. If learning remotely, school will inform parents of any work children are being asked to complete online, who they might be communicating with and which sites they are being asked to access. The Moor Park @Home document provided to all parents is useful in this regard.

28.1 Use of mobiles by pupils

Full boarders, Year 8 children and those who board 3 nights or more are able to bring in mobile phones (assuming full parental permission on the mobile phone usage agreement), but these may only be used in designated phone zones at designated times. Phones are signed out and back in, and all phone usage is supervised by boarding staff. Outside the designated phone times, phones are stored securely by the House Parent. Clear guidance is given at induction to children so that the risk of bullying using phones and smart technology is reduced. No other children are allowed mobile phones in school. Children without mobile phones are permitted to use the boarding house phone when required, again under full boarding staff supervision.

Please refer to the following policies:

- Phone Policy in Boarding staff handbook

- Cyber-Bullying Policy
- E-Safety Policy
- IT Acceptable use Policy
- Anti Bullying Policy

29. Safer Recruitment Procedures (also see the Moor Park Safer Recruitment Policy)

The school follows statutory guidance for the safer recruitment and employment of staff who work with children as set out in Part Three of KCSIE (2024); the *Disqualification under the Childcare Act 2006* (DfE, September 2018) and the Statutory Framework for the Early Years Foundation Stage (2021). Staff involved in recruitment receive appropriate training in safer recruitment and this is updated no less than every five years.

All staff are checked as to their suitability. These checks include:

- The taking up of references and reference authenticity check
- Verification of identity
- Complete online checks
- Verification of the right to work in the UK
- Check of employment history
- Where appropriate, verification of qualifications
- A satisfactory enhanced check with the Disclosure & Barring Service (DBS), including a Barred List check for staff engaged in regulated activity
- A self-declaration to ensure compliance with regulations made under the Childcare Act 2006
- For teachers, verification of Qualified Teacher Status (QTS), and the completion of teacher induction or probation.
- For staff engaged in teaching duties, a check that they are not subject to a prohibition order issued by the Secretary of State.
- Where appropriate, a check that there is no teacher prohibition order issued by any overseas professional authority
- Where appropriate, an overseas criminal record check(s)
- Where appropriate, a check to ensure the person is not barred from taking part in the management of an independent school
- A medical fitness questionnaire and declaration

An enhanced criminal records disclosure is also obtained in respect of every person aged 16 or over who lives on the premises.

Moor Park obtains a written statement from any organisation which provides provision for its pupils to ensure that any staff they provide have also been subject to all the necessary pre-employment checks required.

There are occasions when full boarding pupils are invited to stay with local families. Such arrangements are only made between the parents of the children but the school believes that it still has a duty of care for these children. To this end, permission is sought when a full boarder enters the school for Moor Park to share relevant medical details with the host family. The school also makes it clear that the hosting family have a duty to pass on any concerns they may have about a child to the DSL.

Procedures are in place for recording the details of visitors, including prospective candidates, to the school and to ensure that there is control over who comes onto the premises so that no unauthorised person gains access.

29.1 Visiting Speakers

Any visiting speakers are suitably vetted. Visiting speakers will be expected to understand that, where applicable, they should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no time should these be undermined.

30. Induction, Training, Professional Development and Improvement

Moor Park is committed to staff training, professional development and ongoing improvement.

30.1 Induction

All staff including the Headmaster, Peripatetic and Part-time staff undertake child protection training through their mandatory induction. They are provided with the documents below and receive training that specifically covers:

- Part 1 of KCSIE (plus Annex B for school leaders and staff working directly with children)
- Moor Park Safeguarding & Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct,
- The school's procedures for responding for children missing in education
- Role and identities of the DSL and Deputy DSLs
- Online Safety
- Whistleblowing Policy & procedures
- Anti-Bullying Policy

- Searching for a Missing Child Procedure
- Equal Opportunities Policy

All staff are trained in how to identify, respond to and report any disclosures including those which involve child-on-child abuse.

All staff are required to confirm that they have read and understood Part I of the latest version of Keeping Children Safe in Education, plus Annex B if they are working directly with children.

Temporary, part-time staff, contractors and volunteers are all given a safeguarding induction with the DSL before starting work which includes advice on how to deal with any safeguarding concerns they might have. The School takes a proportional, risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.

30.2 Ongoing Staff Training

Safeguarding updates are provided as necessary throughout the year but staff always receive refresher training on key parts of the policy as part of the September INSET training. This annual training provides staff with an opportunity to ask questions about the policy and suggest amendments. Weekly pastoral meetings provide more opportunity for staff to discuss the School's safeguarding arrangements as necessary. All teaching staff undertake Prevent General Awareness online training.

All staff are required to confirm that they have read and understood Part I of the latest version of Keeping Children Safe in Education, plus Annex B if they are working directly with children. The School ensures that all staff understand the document by providing training when changes occur. Records of such training are kept in the Bursar's Office.

All staff are trained to manage a report of child-on-child sexual violence and sexual harassment.

Every three years, training is provided by an external trainer approved by the Shropshire LSCP or one of the school's professional associations. This schedule is in line with advice from Shropshire LSCP.

30.3 DSL Training

The Designated Lead and all deputies undertake local LSCP child protection training which is updated every 2 years. They also have updates at least annually on various key aspects of their role as required.

The training covers locally agreed procedures and includes inter-agency working protocols and training in the LSCP's approach to Prevent duties. This is cascaded to colleagues.

30.4 Staff Supervision

To ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and child protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCB approved training.

MOOR PARK

AD DEUM QUI LAETIFICAT JUVENTUTEM MEAM

Training for Governors

All governors receive training from the DSL on appointment and receive an annual update. All Governors undertake Prevent General Awareness online training.

Governors complete an annual refresher quiz regarding changes to KCSIE.

The governor responsible for safeguarding has received safeguarding training specifically for governors and undertakes refresher training every two years, as a minimum.

31. Monitoring of Safeguarding and Policy Review by Governors

The Safeguarding & Child Protection Policy and its implementation is reviewed at least annually by the Governing Board. In addition, it is reviewed if there are changes to government policy or following an incident. This ensures that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

A report of the school's training needs assessment, is presented to the governors annually so that they can ensure that training is appropriately provided for all staff.

The twice termly meetings of the Safeguarding Committee, enable the Lead Governor for Safeguarding to oversee current practice and handling of incidents in the school. The Lead Governor checks the SCR, talks to staff and monitors records as part of these visits. The Governing Body receive an update from the Lead Governor for Safeguarding at each of the four Board meetings during the school year.

32. Statutory Guidance and other documents informing the Policy

This policy pays due regard to the following statutory guidance and other government advice. It also complies with advice from Shropshire LSCP.

1. Keeping Children Safe in Education (September 2025)
2. 3to Safeguard Children (WT) (2018 updated 2023)
3. Shropshire Safeguarding Community Partnership Threshold Document
4. National Minimum Boarding Standards
5. Independent School Standards Regulations (2014)
6. HM Gov advice 'What to do if you're worried a child is being abused' (March 2015)
7. Safer Recruitment Consortium 'Guidance for safe working practice for those working with children and young people in education settings' (April 2020)
8. DfE guidance 'Teaching online safety in school' (June 2019)
9. Mental health and behaviour in schools: departmental advice (November 2018)

10. When to call the police, non-statutory guidance from the National Police Chiefs' Council
11. DfE advice 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
12. DfE advice 'Sexual violence and sexual harassment between children in schools and colleges' (updated 2021) summarised in Part 5 of KCSIE
13. DfE Statutory Guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education"
14. DfE Searching Screening and Confiscation Advice for schools
15. UKCIS Education Group: Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)
16. Designated teacher for looked after children (February 2018)
17. Statutory Framework for the Early Years Foundation Stage (2021)
18. DfE statutory guidance 'Children missing education' (September 2016)
19. Disqualification under the Childcare Act 2006 (September 2018)
20. Counselling in schools: a blueprint for the future (February 2016)
21. DfE's Searching Screening and Confiscation Advice
22. Prevent Duty Guidance for England and Wales (originally issued 2015 revised 2023)
23. ("Prevent")
24. Prevent is supplemented by non-statutory advice: The Prevent duty: Departmental advice for schools and childcare providers (June 2015) and a briefing note for schools about the use of social media for on-line radicalisation (July 2015)

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

Appendix 1

Forms and Signs of Abuse and Safeguarding Issues

***Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. (KSCIE, 2022)*

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Radicalisation is also considered a form of abuse. Children exposed to radicalisation will be treated as children in need as described above. With reference to learning from serious case reviews: children are more likely to suffer harm from within their own families or from someone they know and with whom they have formed a relationship.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the DSL (or deputy).

All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Any concern whatsoever must be reported to the DSL. In many cases it is not one major incident which triggers a referral but a series of seemingly more minor events. It is therefore highly important that these events are recorded and reported to the DSL immediately. In addition, a series of smaller events may be reported by a number of staff, which provides the DSL with a wider perspective of the child's situation.

Factors which may make a child particularly vulnerable to abuse include:

- living in a home where there is domestic abuse;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- affected by known parental substance misuse;
- affected by (a) parent(s) suffering with mental health problems or living in chaotic, neglectful and unsupportive home situations;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- do not have English as a first language;
- 'Looked After' Children (LACs) or children in care or who have returned home to their family from care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.
- Children with special educational needs and disabilities or physical health issues

Definitions of abuse

There are four types of child abuse. They are defined in KCSIE (2024) as follows:

1. Physical abuse
2. Emotional abuse

3. Sexual abuse
4. Neglect

Physical abuse

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

Indicators of physical abuse

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls or rough games.
- Injuries which have not received medical attention.
- Reluctance to change for, or participate in, games or swimming.
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation.
- The child gives inconsistent accounts for the cause of injuries.
- Frozen watchfulness.

Emotional abuse

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

Indicators of emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy.
- Obsessions or phobias.
- Sudden underachievement or lack of concentration.
- Seeking adult attention and not mixing well with other children.
- Sleep or speech disorders.
- Negative statements about self.
- Highly aggressive or cruel to others.

- Extreme shyness or passivity.
- Running away, stealing and lying.

Sexual abuse

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

Indicators of sexual abuse

- Any allegations made by a child concerning sexual abuse.
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age.
- Sexual activity through words, play or drawing.
- Repeated urinary infections or unexplained stomach pains.
- The child is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations.
- Eating disorders such as anorexia or bulimia.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness

- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Affluent neglect

Staff should also be aware of the impact of affluent neglect, which refers to the neglect experienced by children in more wealthy families. This can be more difficult to identify, as the type of neglect experienced by children in these circumstances is often emotional.

Parents may work very long hours or be absent for extended periods, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling isolated and lonely, with their emotional needs unfulfilled by their parents. Affluent parents may also subject their children to a high amount of pressure to succeed academically, or in other pursuits such as sport or music, which can lead to psychological and emotional problems.

Absent parents may also have little knowledge of what their children are doing, particularly in the teenage years. This can lead to increased risks with children who may have the financial means to facilitate drug abuse and the independence to engage in harmful sexual activity.

Further safeguarding issues

Safeguarding issues of which staff should be aware are listed below.

Further detailed information can also be found in KCSIE, Annex B.
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

- child abduction and community safety incidents
- children missing from education (*also see attendance policy)*
- children and the court system
- child criminal exploitation (CCE) (including county lines/gangs) & child sexual exploitation (CSE)
- cybercrime
- children with family members in prison
- domestic abuse
- fabricated or induced illness
- homelessness - *see Annex B*
- so-called 'honour based' abuse, including female genital mutilation (FGM) and forced marriage
- mental health
- modern slavery and the National Referral Mechanism - *see Annex B*
- child-on-child abuse

- private fostering
- preventing radicalisation, including additional support
- sexting (Nudes/semi-nudes) *(see section on child-on-child abuse below)*
- sexual violence and sexual harassment *(see section on child-on-child abuse below)*
- teenage relationship abuse *(see section on child-on-child abuse below)*
- upskirting *(see section on sexual harassment below)*

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.

The curriculum focuses 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.

Children missing from education

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. The school ensures that the Local Authority is informed of any unexplained absence immediately for pupils with involvement from Children's Social Care and reports to the local authority any pupil who fails to attend school regularly or has been absent, without the school's permission for a continuous period of 10 school days. The Local Authority is also informed about any child whose name is added to or deleted from the admission register at a non-standard transition point.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. Making child arrangements via the family courts following separation and divorce can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

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Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

(including gangs & county lines)

CSE and CCE can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

CSE is a form of child sexual abuse and can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17-year-olds who can legally consent to have sex. It occurs when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when the sexual activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

The school is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim e.g. they believe they are in a genuine romantic relationship. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

There are three main types of child sexual exploitation:

- Inappropriate relationships:
    - Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.
- Boyfriend:
    - Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.
- Organised exploitation and trafficking:

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

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL. If a child is in immediate danger the police should be called on 999.

Child Criminal Exploitation (CSE) including gangs and County Lines

- CCE is also a form of abuse and involves taking advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity.
- Criminal exploitation of children is a typical feature of county lines criminal activity where children and young people are recruited to transport drugs. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.
- One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be made.

- Staff should be aware of the key indicators of children being sexually or criminally exploited which can 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;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse;
- displaying inappropriate sexualised behaviour.

Cybercrime (also see Online Safety Policy)

Children with 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 DSL (or a deputy), will consider a referral into the Cyber Choices programme.

This programme 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.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Domestic Abuse

This is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It may be a single incident of a pattern of incidents. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'.

Living in a home where domestic abuse takes place is harmful to children, they may see, hear or experience the effects of abuse at home and this can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and long lasting emotional and psychological damage. Staff must be alert to the signs and symptoms of a child suffering or witnessing domestic abuse. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. This form of abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.

Operation Encompass

When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will usually inform the DSL in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Fabricated Illness

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through

the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- Induction of illness by a variety of means

Further information may be found at https://www.londoncp.co.uk/fab_ind_ill.html

Honour-based Abuse and Female Genital Mutilation

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Such abuse can also occur when perpetrators perceive that an individual has shamed the family and/or community by breaking their honour code. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.

Female Genital Mutilation

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is a form of child abuse and is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society;
- mother or a sister who has undergone FGM;
- girls who are withdrawn from PSHE and/or RSE;
- visiting female elder from the country of origin;
- being taken on a long holiday to the country of origin;
- talk about a 'special' procedure to become a woman.

Mandatory Reporting of FGM

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should school staff physically examine pupils.

The duty applies to the individual who becomes aware of the case to make a report direct to the Police by dialling 101.

The report should be made immediately. The duty to report should not be transferred to the DSL, however the DSL must be informed. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including by dialling 999.

Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. A forced marriage is not the same as an arranged marriage.

Child-on-child Abuse (also see Behaviour Policy and Anti-bullying Policy)

Moor Park is alert to the fact that child-on-child abuse, involving the physical, sexual and/or emotional abuse of young people, of any age, by one or more of their peers, of either sex, is a potential safeguarding issue. All staff are aware that children can abuse other children, and that it can happen both inside and outside of school and online. Online abuse can take the form of abusive, harassing, and misogynistic 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. The school recognises that consensual image sharing between children of the same age may not constitute abuse and may require a different approach.

The School has a zero-tolerance approach to such abuse and it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". It will be treated as a safeguarding issue where it is reasonable to suspect that the child is suffering or likely to suffer significant harm. All children involved whether victim or perpetrator will be treated as "at risk" and supported. We recognise that alternative terms to 'victim' and 'perpetrator' may be more suitable and will make sensitive decisions on a case-by-case basis.

The school recognises the gendered nature of child-on-child abuse and that it is more likely that girls will be victims and boy's perpetrators; however, all child-on-child abuse is unacceptable and must be taken seriously. Staff will always challenge any inappropriate language or behaviour and are aware of developing positive attitudes within pupils, including towards the opposite sex and of promoting and displaying an ethos of mutual respect and equality.

All staff understand, that even if there are no reports in the school it does not mean child-on-child abuse is not happening, it may be the case that it is just not being reported. It is important if staff have any concerns regarding child-on-child abuse they must speak to the DSL or deputy DSL immediately.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- teenage relationship abuse between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment (see below and also see Part five KCSIE and DfE guidance *Sexual violence and sexual harassment between children in schools and colleges*
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) Also see DfE *Searching Screening and Confiscation Advice* for schools and the UKCIS

Education Group *Sharing nudes and semi-nudes: advice for education settings working with children and young people* which outlines how to respond to an incident of nudes and semi-nudes being shared

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission
- initiation/hazing type violence and rituals.
- prejudiced behaviour - behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, connected with prejudice around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities, special educational needs, medical conditions, ethnic, cultural and religious backgrounds, gender, home life and sexual identity.

Any child can be vulnerable to child-on-child abuse and staff should be alert to signs of such abuse amongst all children. However, individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a child could be shared, following which they could become more vulnerable to child-on-child abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to child-on-child abuse. Children who are questioning or exploring their sexuality/identity may also be particularly vulnerable to abuse by their peers as may children with SEND or certain medical conditions. The staff are aware of the increased risk of child-on-child abuse associated with children sharing overnight accommodation.

Staff receive safeguarding training and anti-bullying training, so they are aware of the harm caused by child-on-child abuse and follow the school's Behaviour Policy, Anti-bullying Policy and Safeguarding procedures as appropriate.

If a child or young person causes harm to another, this will not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. As with other safeguarding decisions, the threshold for dealing with an issue of pupil behaviour or bullying as a safeguarding matter is subject to local guidance and professional judgement. However, it may be appropriate to regard a young person's behaviour as abusive if:

- there is a large difference in power (for example age, size, ability, development) between the young people concerned;
- the perpetrator has repeatedly tried to harm one or more other children;
- there are concerns about the intention of the alleged perpetrator;
- there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'

A member of staff receiving an allegation of abuse by a pupil, or with concerns about a pupil, should report this immediately to the DSL following the usual safeguarding reporting procedures contained in Paragraph 15 of this policy. It is important that, when a child has made a report, it is explained to them that the law is there to protect children rather than criminalise them. Care should be taken to do this in such a way that avoids alarming or distressing them.

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Sexual violence and sexual harassment by pupils

The School has a zero-tolerance approach to any form of sexual violence and sexual harassment; it is never acceptable and will not be tolerated.

- Sexual violence and sexual harassment can occur between children or groups of children of any age and sex, and within intimate personal relationships between peers. It can also occur online.

Staff should be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment and that it is more likely to be perpetrated by boys. However, all reports must be treated seriously.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim must never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or any other form of abuse. Nor should a victim ever be made to feel ashamed for making a report.

- Staff should follow the usual safeguarding processes outlined in Paragraph 15 of this policy when dealing with any report of sexual violence or sexual harassment, including those that have happened outside the school and/or online. They should also follow the advice in Paragraph 15.3 regarding dealing with reports which involve images and/or the sharing of images.

A child displaying harmful sexual behaviour may also be an indication that they are a victim of abuse themselves.

Staff also should bear the following in mind in relation to sexual violence and harassment:

- Children may not find it easy to tell staff about their abuse verbally
- How they respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward
- That it's essential to reassure all victims that they're being taken seriously, regardless of how long it has taken them to come forward and that they'll be supported and kept safe
- The importance of taking a zero-tolerance approach
- The importance of recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, and so children may not be able to recall all the details or the timeline of the abuse
- That abuse occurring online should not be downplayed and should be treated seriously
- That certain children may face additional barriers in telling someone because of their disability, sex, ethnicity and/or sexual orientation

When responding to a report of sexual violence the DSL will decide on the response following the advice in Section 5 of KCSIE. This will include

- Initial response - considering the needs of both victim(s) and alleged perpetrator(s).
- Record Keeping

- Risk Assessment: When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:
    - the victim, especially their protection and support
    - whether there may have been other victims
    - the alleged perpetrator(s)
    - all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
    - The time and location of the incident, and any action required to make the location safer.
- Consideration of most appropriate response: internal management, early help, referral to Children's Social Care and/or referral to the Police.
- Ongoing response – safeguarding and support for all parties

The DSL will consider:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- ongoing risks to the victim, other children, adult students or school or college staff
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The DSL will not undertake any investigation where it is decided a case must be referred to Children's Social Care or the police. The initial assessment will be made by Children's Social Care and the DSL to judge whether there is a need for immediate action to protect the pupils involved. The DSL will lead enquiries at school level if agreed with the relevant investigating agencies.

The DSL will inform the parents of the pupil making the allegation and the alleged perpetrator and will explain the course of action. If Children's Services or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.

The DSL will keep a written record of all conversations with parents and other professionals and any decisions made.

Support and Sanctions

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. The school will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportionate in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. School will carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, local authority children's social care and/or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing.

School will meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

School will also meet with alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will be discussed. The designated safeguarding lead (or a deputy) would generally attend any such meetings. Consideration to the attendance of other agencies will be considered on a case-by-case basis.

It is understood that parents and carers will, in some cases, help manage what are inevitably very difficult conversations. However, parents and carers may well struggle to cope with a report that their child has been the victim of a sexual assault or is alleged to have sexually assaulted another child. Details of organisations that support parents are to be found in KCSIE. School will consider signposting parents and carers to this support.

Any support or sanctions required following a report of child-on-child abuse will be determined on a case-by-case basis.

Appropriate support in school, and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case by case basis depending on the circumstances. Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. School will remain alert to the possible challenges of detecting those sighns and show sensitivity to the needs of the child

(e.g. about attendance in lessons) irrespective of how overt the child's distress is.

Sexting (youth produced sexual imagery, nudes/semi-nudes)

Sexting is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. The school uses the Computing, PSHCE and RSE curriculum to help pupils to understand and avoid the risks associated with 'online activity'.

Sexting (youth-produced sexual imagery) includes the sending of sexually explicit photos, images, text messages, or e-mails by using a phone or other mobile device.

By having in their possession indecent images of a person under 18, or distributing them to someone else, children are unlikely to be aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003. There are many different types of sexting and it is important to consider the facts carefully in each case. Therefore, it is important that the DSL or Deputy DSL is informed immediately of any sexting (youth-produced sexual imagery) incidents. Staff should follow the guidelines in paragraph15.3 above if images are discovered.

Preventative Strategies to minimise the risk of Child-on-child abuse

Staff are made aware of child-on-child abuse, and how to identify it, through annual refresher training, and pastoral systems allow for careful monitoring of relationships in the school.

Preventative strategies for child-on-child abuse are also regularly considered by the school. The school also ensures that pupils feel safe to confide and share information about anything that is distressing them and any inappropriate language or behaviour is always challenged by staff.

The PSHCE, IT and RSE curriculum along with the pastoral care system gives pupils the opportunity to talk about disputes or difficulties. Pupils are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including the vulnerability of those who inflict such abuse.

Pupils are made aware that there are a variety of ways in which they can express their views and feelings on any pastoral matter; to access support in order to prevent abuse from occurring, to report abuse that is happening, and to find ongoing support after abuse has been identified. (See paragraph 10)

The school also has procedures on the use of mobile phones by pupils. (see Paragraph 27.1)

Sexual behaviour

The boundary between what is part of normal childhood experimentation or abusive behaviour can be blurred. However, addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important

intervention that helps prevent problematic, abusive and/or violent behaviour in the future. The decision about whether behaviour is developmental, inappropriate or abusive will be determined by the concepts of consent, power imbalance and exploitation.

Developmental sexual activity occurs in children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. It is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Abusive sexual activity includes any behaviour which involves coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Children's sexual behaviour is usually categorised by professionals using the following 'traffic light' approach:

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability;
- reflective of natural curiosity, experimentation, consensual activities and positive choices.

Amber behaviours have the potential to be outside safe and healthy development. They may be:

- unusual for that particular child or young person;
- of potential concern due to age or developmental differences;
- of potential concern due to activity type, frequency, duration or the context in which they occur.

Amber behaviours signal the need to make a report to the DSL.

Red behaviours are outside safe and healthy behaviour.

They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening;
- involving significant age, developmental or power differences;
- of concern due to the activity type, frequency, duration or the context in which they occur.

Red behaviours would indicate a need for a referral to Children's Social Care

More information may be found on this tool on: https://www.enhertsccg.nhs.uk/sites/default/files/Sexual-Behaviours-Traffic-Light-Tool.pdf

A child displaying inappropriate sexual behaviour may be an indication that they are a victim of abuse themselves.

Children requiring mental health support

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. All staff are made 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.

Early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting mental health and wellbeing can be summarised as:

- **Prevention:** the creation of a safe, calm school environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stresses of life effectively. This includes teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities.
- **Identification:** recognising emerging issues as early and accurately as possible
- **Early support:** helping pupils to access early support and intervention
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

When the school suspects that a pupil is having mental health difficulties, support will be put in place, using a graduated response process.

1. an assessment to establish a clear analysis of the pupil's needs;
2. a plan to set out how the pupil will be supported;
3. action to provide that support
4. regular reviews to assess the effectiveness of the provision

Mental health concerns that are too complex or serious to be dealt with in school using our normal interventions may, with the consent of parents, be referred to the school's counsellor. Early Help may also be suggested to parents.

Adverse Childhood Experiences (ACEs) and other events may also have an impact on pupils. These include:

- loss or separation – resulting from death, parental separation, divorce, hospitalization
- loss of friendships (especially in adolescence)
- family conflict or breakdown that may result in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families
- life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school
- traumatic experiences such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries
- other traumatic incidents such as a natural disasters or terrorist attacks

Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders.

Mental health professionals have classified these as:

- emotional disorders - phobias, anxiety states and depression
- conduct disorders - stealing, defiance, fire-setting, aggression and anti-social behavior
- hyperkinetic disorders - disturbance of activity and attention
- developmental disorders - delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders
- attachment disorders - children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers
- Trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect
- other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder

Only appropriately trained professionals can make a diagnosis of a mental health problem. School staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Concerns should be raised in pastoral/staff meetings or in person or by e-mail to senior staff.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following the child protection policy and speaking to the designated safeguarding lead or a deputy.

More information can be found in the DfE schools guidance which can be accessed via the following link: https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 .

Preventing Radicalisation

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

Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It would also include calls for the death of members of our armed forces whether in this country or overseas.

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

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As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the school's safeguarding approach.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the DSL. The DSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment…These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum

The school is committed to ensuring that pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment.

Visiting Speakers

Any visiting speakers will be suitably vetted. Visiting speakers will be expected to understand that, where applicable, they should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no time should these be undermined.

Private Fostering

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.
By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they must notify the DSL immediately.

Appendix 2

MOOR PARK SAFEGUARDING REPORT

Name of pupil: **Year group:** **DoB:**

Completed by: **Position in school:**

DATE	**Nature of concern** ***Please record the facts of your concern and ensure you sign and date the statement. The matter must be brought to the attention of the DSL immediately.***

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Signed…… **Date**……

For DSL only (or deputy in his absence) **Action taken**
Signed **Date**