

This Policy has been adopted and approved by Gippswyk Community Educational Trust and has been adapted for use by Copleston High School.

WHOLE SCHOOL SAFEGUARDING POLICY	
Approved by GCET/Adapted by Copleston High School	1.9.2017
Reviewed/Amended	July 2019
Ratified by Copleston LGB	1.7.2019
Date of next Review	Summer Term 2020
Responsible Officer	DSL – Mrs J Osborne
Policy Number	CH1

Purpose and Aims

The purpose of Copleston High School and Sixth Form's Safeguarding policy is to provide a secure framework for the school in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

- ◆ All our pupils are safe and protected from harm.
- ◆ Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- ◆ Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to its pupils.

Definition of Safeguarding

According to the latest edition of 'Working Together to Safeguard Children' document, safeguarding is defined as:

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

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school. Please refer to the latest edition of 'Keeping Children Safe in Education' for further information.

Ethos

Safeguarding in Copleston High School and Sixth Form is considered everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their Five Outcomes. Copleston High School and Sixth Form recognises the contribution it can make in ensuring that all

pupils registered or who use our school, feel that they will be listened to and have appropriate action taken to any concerns they may raise. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents/carers to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

Responsibilities and Expectations

Copleston High School and Sixth Form has a Governing body whose legal responsibility it is to make sure that the school has an effective safeguarding policy and procedures in place and to monitor that the school complies with them. The Governing body should also ensure that the policy is made available to parents and carers if requested. It is also the responsibility of the Governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Principal and volunteer helpers). The Governing body will ensure that there is a Named Governor and a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school.

Key Staff

Designated Safeguarding Lead (DSL): Janet Osborne

Alternate DSL: Michelle Crofton-Sleigh and Helena Bradshaw

Named Safeguarding Governor: Sarah Anderson

Janet Osborne is also the school's PREVENT lead. Michelle Crofton-Sleigh is the school's e-safety lead.

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school and that this training takes place at least every three years. In addition, PREVENT, e-safety, Restraint and FGM training will also be delivered to staff as and when is necessary to existing and new staff.

All staff should be familiar with our Safeguarding Professional Code of Conduct and ensure that their practice adheres to the expectations outlined. Staff should also be familiar with the school's Anti-Radicalisation, Use of Restraint and e-safety policies.

The DSL and her Alternate can deliver safeguarding within school provided they are linked in to the support and quality assurance process offered by the Local Authority. This includes mandatory attendance at an annual 'Training for Trainers' programme and receiving monitoring visits from the Professional Advisor or Local Authority delegated staff. The DSL is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the

child's welfare.

The DSL is also required to complete a Self-Review Assessment Report annually which demonstrates that the safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented. The self-review assessment is to be shared annually with the Local Authority, who will have an auditing role in ensuring the school is meeting its safeguarding requirements under sec 175/157 of the Education Act (latest edition) for both maintained and independent schools.

All Child Protection concerns need to be acted on **immediately**. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should tell the Designated Safeguarding Lead immediately.

All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to Children's social care or the police. In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

Where a disclosure is made to a visiting staff member from a different agency, e.g. CL career development or School Nurse, it is the responsibility of that agency staff to formally report the referral to the School's Designated Safeguarding Lead in the first instance. Where the disclosure is made by a child attending a Pupil Referral Unit (PRU) or alternative provision, the referral should be recorded and referred to the on-site Designated Safeguarding Lead and a formal notification made to the school's DSL for information or to agree the appropriate action to be taken. Any records made should be kept securely on the Child's main school/child Protection file. A referral should not be delayed in order to discuss with the school's DSL if it is felt/identified that a child is at immediate risk.

Recognising concerns, signs and indicators of abuse.

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchhausen's Syndrome by Proxy.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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, though it may occur alone. Symptoms that indicate emotional abuse include:

- ◆ Excessively clingy or attention seeking.
- ◆ Very low self-esteem or excessive self-criticism.
- ◆ Withdrawn behaviour or fearfulness.
- ◆ Lack of appropriate boundaries with strangers; too eager to please.
- ◆ Eating disorders or self-harm

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.

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.

(Source: Working Together to Safeguard Children – latest edition)

What to do if you are concerned about a young person

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a

child, staff members should always act in the interests of the child.

Concerns about a child or young person can arise in a couple of ways: it may be through a disclosure that a child makes about themselves or someone else, or it may be through an observation (something seen and/or heard) of a child or young person.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ◆ **Do** stay calm and listen carefully.
- ◆ **Do** reassure them that they have done the right thing in telling you.
- ◆ **Do not** investigate or ask leading questions.
- ◆ **Do** let them know that you will need to tell someone else.
- ◆ **Do not** promise to keep what they have told you a secret.
- ◆ **Do** inform your Designated Safeguarding Lead as soon as possible.
- ◆ **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position. Use the child's own words to record the disclosure.
- ◆ **Do not** include your opinion without stating it is your opinion.
- ◆ **Do** refer without delay.

Copleston High School's recording forms are on yellow paper. There is a central supply of these forms kept in the staff room for all staff to access, but each team room has its own supply as well. Staff need to bear in mind that their concern recording form in some cases be used as evidence in court and they should be mindful that the information they record is factual and written in the child's own words.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Principal. Where those concerns relates to the Principal, however, this should be reported to the Chair of Governors.

Please refer to the following policies for more information:

- Anti-bullying
- Drug Education and Drug Incidents
- Behaviour for Learning
- Policy for prescription and non-prescription drug taking on school site

Record keeping and the Transfer of files

All safeguarding files should be kept in folders for individual students in a locked cupboard. Only the DSL, her Alternate and the school's Safeguarding Administrator has access to this cupboard. When a student with a safeguarding file leaves Copleston, his or her folder must be transferred to the new education establishment as soon as possible. The school must ensure the secure transit of the file and confirmation of receipt should be obtained.

Information Sharing

Sharing information is an intrinsic part of any frontline practitioner's job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. No practitioner should assume that someone else will pass on information which may be critical to keeping a

child safe.

Please refer to the following policies:

- e-safety
- Acceptable Use of ICT and mobile phones
- Searching, Screening and Confiscation

The Principles of Information Sharing

The principles set out below are intended to help practitioners working with children, young people, parents and carers share information between organisations. Practitioners should use their judgement when making decisions on what information to share and when and should follow organisation procedures or consult with their manager if in doubt. **The most important consideration is whether sharing information is likely to safeguard and protect a child.**

- **Necessary and proportionate**

When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act (latest edition) requires you to consider the impact of disclosing information on the information subject and any third parties. 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. This allows others to do their job effectively and make sound decisions.

- **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. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

- **Secure**

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

- **Record**

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

Please refer to the HM Government's 'Information Sharing' (latest edition) for further information.

Staff Conduct and Professional Responsibility

While we as a school wish to foster and promote positive relationships between staff and

students, all staff must remember that they are a role model for children and young people. School staff often spend more time with a child than their parents, and this means that staff are expected to be professional and responsible when working with children and young people.

Staff should bear in mind the need to pay attention to their behaviour, language and appearance. At Copleston we use the latest *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education* document as our Code of Conduct and staff should familiarise themselves with this document and the expectations that it lays out. The school's ICT Acceptable Use policy outlines the school's expectations regarding staff communications on social media, and staff should ensure that they are familiar with the policy to ensure that it is adhered to.

In addition, Copleston has a staff dress code and all staff members are expected to adhere to this code.

It is an offence (under the offence of The Sexual Offences Act – latest edition) for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if she/he does not teach the child.

If a member of staff is concerned about their own safety and well-being, they should speak either to the Principal or to the school's DSL.

Managing Infatuations and Crushes

It is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a crush or infatuation. As per the latest edition of the *Guidance for Safer Working Practice*, staff should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

The school has a clear protocol for managing infatuations and crushes which has received local authority approval and this should be adhered to if the need should arise.

Please see the document 'Protocol for dealing with Infatuations and Crushes' for further information and advice.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the Principal. In the case of the allegation being made against the Principal this will be brought to the immediate attention of the Chair of Governors. The Principal /Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. This will constitute an initial evaluation meeting or strategy discussion involving the LADO. Dependent on the allegation being made, the Principal need to:

- ◆ Refer to the LADO immediately and follow up in writing within 24 hours. Suffolk has a LADO referral form which must be completed. The school has its own recording for which should be

- completed
- ◆ Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- ◆ Contact the parents or carers of the child/young person if advised to do so by the LADO.
- ◆ Consider the rights of the staff member for a fair and equal process of investigation.
- ◆ Ensure that the appropriate procedures are followed in accordance with Keeping Children Safe in Education (latest edition)
- ◆ Act on any decision made in any strategy meeting or evaluation meeting.
- ◆ Advise the appropriate agencies (e.g. Independent Safeguarding Authority) where a member of staff has been dismissed as a result of the allegations being founded.

Training

All members of staff and volunteers will have access to whole school safeguarding training at least every three years. We will, in addition, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers. In addition, PREVENT, e-Safety, Restraint and FGM training for staff will be delivered as and when is necessary to existing and new staff.

Our Designated Safeguarding Lead and Alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

Useful Contacts:

Suffolk Safeguarding Children Board www.suffolkscb.org.uk / Suffolk Safeguarding Partnership (From September 2019) Customer First: 0845 023023

Police: 999

Child Exploitation and Online Protection Agency www.ceop.org.uk
<http://www.thinkuknow.co.uk/>

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked.

At Copleston High School and Sixth Form we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training and that all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards. Our recruitment practice is in line with the guidance stipulated in 'Keeping Children Safe in Education' (latest edition).

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaged in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children;

or

- engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate

In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

Staff whose job roles require them to visit primary schools, such as the primary to secondary transition, the Principal and other specified staff, are required to complete a staff disqualification declaration to confirm that they are not disqualified in relation to the Childcare (Disqualifications) Regulations (latest edition).

Please refer to the latest edition of Keeping Children Safe in Education (point 95).

Guidance on Visitors to School

Copleston High School expects all of its visitors and volunteers to be equally committed to promoting a safe environment for students and staff. All staff have responsibility to ensure that visitors to the school are properly welcomed and managed within school.

In line with the 'Keeping Children Safe in Education' (latest edition) guidance, *schools and colleges must obtain written notification from any agency, or third party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate that written notification has been received that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school or college that the school or college would otherwise perform. Where the position requires a barred list check this*

must be obtained, by the agency or third-party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.'

Schools do not have the powers to request DBS checks for parents or other visitors attending events such as sports days.

There is a set procedure that reception staff must therefore adhere to ensure that all visitors and volunteers are appropriate to work with the young people at Copleston. If a visitor has evidence of DBS check and ID, they will be issued with a green lanyard which means, as appropriate, they are able to have unsupervised contact with children and access to the school site. If a visitor cannot (or in the case of a parent will not be expected to) produce evidence of a DBS check and photo ID, they will be given a yellow lanyard. This means that they cannot be left unsupervised and the member of staff they are visiting or is responsible for them must monitor their whereabouts at all times. Once a visitor or volunteer has completed their visit, they must be escorted (if a yellow lanyard) or return (green lanyard) to the main reception, sign out and return their lanyard.

Please refer to the school's 'Managing Visiting Speakers' policy for further guidance.

School Trips

If staff are taking students out on a school trip, the trip leader must pay due regard to the procedures in place for ensuring that safeguarding is given priority in the planning, execution and evaluation of the trip. The School's safeguarding procedures must be adhered to at all times even when away from the school site and issues must be dealt with in a timely manner. All trip packs contain details of how a trip must address safeguarding and it is the trip leader's responsibility to manage this.

Use of Restraint

Copleston High School has a Use of Restraint policy which adheres to governmental guidelines regarding using reasonable force.

Section 93 of the Education and Inspections Act (latest edition) enables all school staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury or damage to property;
- Prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise.

The school promotes an ethos via its Behaviour Policy of positive behavior management and reasonable force will only be used as a last resort. It is always unlawful to use force as a punishment.

Full details can be gained from our Use of Restraint policy.

Searching, Screening and Confiscation

Copleston has a Searching, Screening and Confiscation policy which is in line with the latest DfE guidance. The policy explains the schools' powers of screening and searching pupils so that school staff have the confidence to use them.

Please refer to the policy for full details.

Current Safeguarding Issues

The following safeguarding concerns, actual or suspected, should be referred immediately to Children's Social Care. The concerns featured below are linked to guidance and local procedures which are available can be found on the Suffolk Safeguarding Children Board website at: www.suffolkscb.org.uk.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Copleston High School and Sixth Form does not condone practices that are illegal and which are harmful to children.

Forced Marriage

Copleston High School and Sixth Form does not support the idea of forcing someone to marry without their consent and will follow SCB procedures to refer any child and young person immediately to Children's Social Care.

Honour Based Violence

Honour based violence" is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community". It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage.

Where it is suspected that a child/young person is at risk form Honour based violence Copleston High School and Sixth Form will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Copleston High School and Sixth Form is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

[http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-03-12%202009-03-04%20Dec%20SCB%20Children%20Who%20May%20have%20been%20trafficked%20%20\(2\)%20\(2\).doc](http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/2009-03-12%202009-03-04%20Dec%20SCB%20Children%20Who%20May%20have%20been%20trafficked%20%20(2)%20(2).doc)

Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to

practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Ritualistic Abuse linked to spirit possession

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.
<http://www.dcsf.gov.uk/everychildmatters/download/?id=661>

Children Missing Education

"Basic to safeguarding children is to ensure their attendance at school." (*OFSTED 2002*). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Copleston High School and Sixth Form we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education and/ or because of suspected abuse, we will report to Children Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

<http://www.suffolk.gov.uk/EducationAndLearning/CaringForChildrenAndYoungPeople/ChildrenMissingEducation.htm>

<http://www.dcsf.gov.uk/everychildmatters/download/?id=720>

Children in Care (CIC) (formally looked after children – LAC)

Children in care face additional vulnerabilities given the circumstances of their living arrangements. These additional vulnerabilities are:

- Organised abuse
- Risk of sexual exploitation
- Children who pose sexual risk or violent young people.

Staff should be explicitly aware of who our children in care are, and report any concerns to the SDP or her Alternate (or directly to Social Services) immediately.

Sexually Active under Eighteen years old

It is acknowledged by those working with young people, that some young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision or protection of additional services. At Copleston High School and Sixth Form we will ensure our policy for managing this issue links to the available protocol.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/SSCB%20Working%20with%20sexually%20active%20young%20people%20protocol%20Final%20Version%2001%2002%2008.doc>

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks as a result of negative attitudes and '*created vulnerability*'. This may lead to disabled children having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*).

At Copleston High School and Sixth Form we will ensure that our disabled children are listened too and responded to appropriately where they have concerns regarding abuse. In order to do this, we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child.

http://www.dcsf.gov.uk/everychildmatters/_download/?id=6195

Domestic Abuse

The Government defines domestic abuse as” *Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality*”

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, Copleston High School and Sixth Form will report our concerns to the appropriate agency including children’s social care and the police in order to prevent the likelihood of any further abuse taking place.

http://www.onesuffolk.co.uk/scb/procedures/Significant_Harm#2:domestic

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- ◆ A parent.
- ◆ A person who is not a parent but has parental responsibility.
- ◆ A close relative.
- ◆ A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Copleston High School and Sixth Form to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

<http://www.onesuffolk.co.uk/scb/procedures>

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Child Exploitation and e-Safety

Children and young people can be exploited through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people, Copleston High School and Sixth Form will ensure that we have in place appropriate measures such as security filtering, and an Acceptable Use Policy linked to our e-Safety policy.

We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with the internet and other mobile technology.

Our e-Safety policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency. We will follow the e-safety flow chart in our Acceptable Use Policy to follow up and report incidents of e-safety.

The school has identified an e-safety coordinator, Michelle Crofton-Sleigh, who is the Alternate Designated Safeguarding Lead. She will, in liaison with the ICT manager, ICT Manager, record and report incidences of e-safety to the County's e-safety team as required.

Cyberbullying

Cyberbullying, like all forms of bullying, is not tolerated at Copleston High School and Sixth Form. Cyberbullying will be investigated using our procedures as laid out in our Anti-Bullying Policy. Furthermore, we will use the e-safety flow chart to follow up incidents, where appropriate. Please refer to our Acceptable Use of ICT and our Anti-Bullying Policies.

<http://www.onesuffolk.co.uk/scb/procedures>

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Procedures/e-safety%20strategy.pdf>

Sexting

Sexting is when a young person takes an indecent image of themselves and sends this to their friends or boy / girlfriends via mobile phones.

The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by paedophiles.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act (latest edition).

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

Teenage Relationship Abuse (Peer on Peer Abuse)

Teenagers experience as much relationship abuse as adults. Several independent studies have shown that 40% of teenagers are in abusive dating relationships. Domestic violence is still a 'hidden' issue in our society; and it is even more so for teenagers. This is exacerbated by the fact that adolescents can be more accepting of, and dismissive about, this form of behaviour than adults.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97774/teen-abuse-teachers-guide.pdf

Mental Health

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

Drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Gangs and Youth Violence

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Gender based violence/violence against women and girls (VAWG)

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

Preventing Radicalisation

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and came into force on 1st July 2015.

The Counter-Terrorism and Security Act (latest edition) also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in

Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015, many local authorities already have Channel panels set up in their area.

School leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, eg. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure Copleston High School and Sixth Form is a safe place to learn and work.

Copleston High School and Sixth Form has a separate Anti-Radicalisation policy which can be referred to in order to gain a fuller picture of the school's approach to its PREVENT duty.

SIGNS OF GANG INVOLVEMENT

What is a gang?

A gang is usually considered to be a group of people who spend time in public places who:

- See themselves (and are seen by others) as a noticeable group, and
- Engage in a range of criminal activity and violence.

They may also have any or all of the following features:

- Identify with or lay a claim over territory;
- Have some form of identifying structural feature and;
- Are in conflict with other similar gangs

Risk Indicators include

- Poor self-image/self esteem
- Experimenting with drugs or alcohol
- Poor mental health
- Eating disorders
- Self-harm
- Changes in behaviour e.g, secretiveness
- Parental domestic abuse
- History of neglect/physical/sexual abuse
- History of domestic violence
- Reduced contact with family and friend
- Unaccounted money and gifts
- Missing from home and/or education
- Being a Child in Care
- Obtaining a sexually transmitted disease

STAFF AWARE OF ONE OR MORE RISK INDICATORS



INFORM PASTORAL TEAM

(HOY / AHOY / Director of Learning)



Pastoral Team review their knowledge of identified student



Contact Family

**Inform Safeguarding Team via
Yellow Form**

Safeguarding Team to use The Gang Activity
Toolkit



Safeguarding Team contact the

Suffolk Police Gang Team

on 101 to share information

Early help - some of the resources we use.

- Breakfast club,
- CISS,
- Diversion programme,
- EWO,
- Food bank applications,
- Free uniform provision,
- Hygiene bank,
- Macmillan,
- Ormiston families – breaking barriers,
- PMHW,
- School counsellor,
- School nurse,
- Solution based therapy,
- Suffolk Young Carers,
- Turning Point,
- Wellbeing consultant,
- Wellbeing hub,
- Youth Gang Prevention Unit,

Amongst many others.