

# Featherstone High School

## Child Protection & Safeguarding Policy



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**Statutory Policy**

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## 1.0 Introduction

### A child centred and coordinated approach to Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals/employees at Featherstone High School 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.

All school staff have a responsibility and professional duty to provide a safe environment in which children can learn.

Children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL).

Children with SEND are 3 times more likely to be abused than their peers. Children with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers, including cognitive understanding (being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so).

Staff are required to share any low level concerns with the DSL via My Concern, which is our secure reporting portal.

Children and young people have a fundamental right to be protected from harm. Our aim is to do all we can to protect and safeguard the well-being of our students.

For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- 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
- Taking action to enable all children to have the best outcomes.

This definition essentially means **protecting children from harm so they can grow up happy and healthy.**

Our approach will be:

- Non-victim-blaming
- Awareness-raising around forms of abuse
- Encouraging students to come forward.

Our first steps will be to:

- Believe the young person and take what is said, seriously

- Ensure they know they are not to blame, recognise their strength in speaking out and let them know the boundaries of confidentiality and what will happen next
- Ensure we practise safer recruitment practices in checking the suitability of staff and volunteers to work with students, including those who work in school and have incidental contact with students.

A child may not understand that they are being abused. For some, the complex dynamics of abuse mean they develop an attachment to the person harming them. This can make identifying the abuse difficult and result in the victim playing down or even denying the abuse.

Our students have the right to expect us to provide them with a safe and secure environment and we acknowledge that teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children.

Safeguarding incidents can happen anywhere and staff will be alert to this fact. All staff and governors are advised to maintain an attitude that "it could happen here". We also recognise that the protection of our students is a shared community responsibility. As Looked After Children (LAC) have additional vulnerabilities, extra care and vigilance will be placed around their welfare. Staff should see our Looked After and Previously Looked After Children policy for further information on the management & support of these young people.

We will have a zero tolerance to any forms of sexual violence or sexual harassment and have a strong focus on contextual safeguarding, mental health, risky behaviours, child criminal exploitation (CCE), child sexual exploitation (CSE), serious violence, online safety and peer on peer abuse.

Students are considered children up to the age of 18, however there may be times when a student is deemed to be vulnerable even though they have reached or exceeded 18. This policy will therefore also apply to adults at risk within our sixth form. Students over 18 come under the Care Act 2014.

To this end we will:

- Ensure we practise safer recruitment practices in checking the suitability of staff and volunteers to work with students
- Raise awareness of safeguarding and child protection issues and equip students with the skills needed to keep themselves safe from harm within their communities and especially online
- Develop and then implement procedures for identifying and reporting cases, or suspected cases of abuse. This includes making direct referrals to social services
- Support students who have been abused in accordance with his/her agreed child protection plan
- Establish a safe environment in which students can learn, develop, achieve and feel safe
- And raise the awareness of safeguarding and child protection issues with parents/guardians and signpost or refer them to the relevant agencies when appropriate.

A referral is a request from a member of the public or a professional to the local authority child protection team/ children services or the police to intervene to support or protect a child/student.

When reports about a child are referred, the police or the local authority children services / child protection team will first assess if the child is at immediate risk of danger.

For further information on what to do if you are worried about a child please go to:

- [https://www.ealing.gov.uk/info/201023/children\\_and\\_families\\_social\\_care](https://www.ealing.gov.uk/info/201023/children_and_families_social_care)
- [https://www.hounslow.gov.uk/info/20075/child\\_protection/1275/what\\_to\\_do\\_if\\_you\\_are\\_worried\\_about\\_a\\_child](https://www.hounslow.gov.uk/info/20075/child_protection/1275/what_to_do_if_you_are_worried_about_a_child)
- <https://www.hillingdon.gov.uk/childprotection>
- <https://www.harrow.gov.uk/childrens-social-care/child-protection-talk-us>.

All staff members will be aware of systems within Featherstone High School which support safeguarding and these will be explained to them as part of staff induction. This will include:

- The Child Protection and Safeguarding Policy
- Keeping Children Safe in Education (part 1) including Annex B
- The Behaviour for Learning policy
- Staff Code of Conduct
- IT & Internet Usage Policy
- The role of the designated safeguarding lead (including the deputies).

Copies of this policy and a copy of *Keeping Children Safe in Education part 1 & Annex B* will be provided to staff at induction and at the beginning of the academic year for them to read and demonstrate understanding. As a minimum requirement, KCSIE Annex A should be read by personnel who have incidental contact with students such as Governors and Trustees.

All staff will be asked to sign (electronically) a document to demonstrate that they have read and understood both policies.

## **2.0 Overall Aims**

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with regard to safeguarding
- Staff are properly training in recognising and reporting safeguarding concerns/issues.

This policy will contribute to the prevention of abuse by:

- Clarifying expectations of governors, staff, parents/guardians and students
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes and signs of all types of abuse
- Encouraging students and parental participation in practice
- Addressing concerns at the earliest possible stage.

### 3.0 Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook](#).

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of students
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and Headteacher carefully consider how they are supporting their students with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

### 4.0 Rationale

Featherstone High School places the safety and welfare of our students at the heart of the school's culture and ethos.



We recognise that for our students having high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. School staff are well placed to observe the outward signs of abuse.

We believe:

- All children have the right to be protected from harm regardless of their heritage, religion, ethnicity, ability, gender or sexuality
- Children/students need to be safe and to feel safe in school
- That as a school we can contribute to the prevention of abuse
- Children need support which matches their individual needs, including those who may have experienced abuse
- Safeguarding issues could arise at any point in the school day, term or year on site, off site, in school or at home. Staff will be alert to these issues at all times.

The overarching objective of our safeguarding strategy is to prevent harm or, where harm does occur, to prevent it from getting any worse. Safeguarding is everyone's responsibility at Featherstone. We will keep students safe by:

- a) Establishing and maintaining an environment where students feel safe and secure and are encouraged to talk and are listened to
- b) Ensuring that students know that there are adults within the school who they can approach if they are worried, are in difficulty or concerned about one of their peers or a family member
- c) Including within the PSHE curriculum, relevant content, activities and opportunities that will equip students with the skills they need to recognise abuse especially acts of grooming including online
- d) Ensuring that, wherever possible, every effort is made to establish working relationships with families and with colleagues from other agencies. It is important to note that data protection is not a barrier to information-sharing in relation to potential safeguarding concerns (risk of sharing v. risk of not sharing)
- e) Identifying young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure that they are kept safe both at home and at school.

The school recognises the need to train all staff to be aware of signs, symptoms and categories of abuse and how to deal with a disclosure of abuse. This will take place on a yearly basis as a minimum and more regularly during twilight training sessions via emails and e-bulletins.

All staff will be issued with a copy of *Keeping Children Safe in Education* (September 2023) part 1, and advised to read and demonstrate an understanding of the document.

## **5.0 Equality statement**

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations - for example, temporary accommodation or whether there are issues such as substance misuse, abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after, or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school or to be home educated.

## 6.0 Important Contacts

Role/Organisation	Name	Contact Details
Designated Safeguarding Lead (DSL) and Designated Teacher for Looked After Children (LAC), Deputy Headteacher (Pastoral)	Mr Adams	<a href="mailto:LAdams@featherstonehigh.ealing.sch.uk">LAdams@featherstonehigh.ealing.sch.uk</a> 020 8843 0984 Ext. 236
Senior Deputy Designated Safeguarding Lead (DDSL), Learning Mentor	Ms Henry	<a href="mailto:NHenry@featherstonehigh.ealing.sch.uk">NHenry@featherstonehigh.ealing.sch.uk</a> <a href="tel:02088430984">020 8843 0984</a> Ext. 259
Deputy Designated Safeguarding Lead (DDSL), Deputy Headteacher	Ms Thomas	<a href="mailto:HThomas@featherstonehigh.ealing.sch.uk">HThomas@featherstonehigh.ealing.sch.uk</a> <a href="tel:02088430984">020 8843 0984</a> Ext. 246
Deputy Designated Safeguarding Lead (DDSL), Learning Mentor	Miss Witts	<a href="mailto:fwitts@featherstonehigh.ealing.sch.uk">fwitts@featherstonehigh.ealing.sch.uk</a> 020 8843 0984 extension 323
Deputy Designated Safeguarding Lead (DDSL), Learning Mentor, Deputy Head of Year	Miss Coker	<a href="mailto:lcoker@featherstonehigh.ealing.sch.uk">lcoker@featherstonehigh.ealing.sch.uk</a> 020 8843 0984 extension 275
Deputy Designated Safeguarding Lead (DDSL), Learning Mentor, Deputy Head of Year	Miss Rughani	<a href="mailto:srughani@featherstonehigh.ealing.sch.uk">srughani@featherstonehigh.ealing.sch.uk</a> 020 8843 0984 extension 269
Deputy Designated Safeguarding Lead (DDSL), Learning Mentor	Miss Johnson	<a href="mailto:johnson@featherstonehigh.ealing.sch.uk">johnson@featherstonehigh.ealing.sch.uk</a> 020 8843 0984 extension 215
Headteacher	Mr Walters	<a href="mailto:nwalters@featherstonehigh.ealing.sch.uk">nwalters@featherstonehigh.ealing.sch.uk</a> 020 8843 0984 ext 202
Safeguarding Governor	Mr Sharma	<a href="mailto:usharma@featherstonehigh.ealing.sch.uk">usharma@featherstonehigh.ealing.sch.uk</a> 07903 804 656
Chair of Governors	Mr Sharma	<a href="mailto:usharma@featherstonehigh.ealing.sch.uk">usharma@featherstonehigh.ealing.sch.uk</a> 07903 804 656

## 7.0 The Role of the Designated Safeguarding Lead (DSL)

The DSL has lead responsibility for safeguarding and child protection at Featherstone High School.

The DSL will help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff.

This will be done by, for example:

- Making sure that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them
- Supporting teaching staff to identify the challenges that children in this group might face, and the additional academic support and adjustments that they could make to best support them.

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

## 8.0 Roles and Responsibilities

### Governing Body

The governing body is responsible for ensuring that:

- They facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- The school complies with legislation related to child protection (Keeping Children Safe in Education – September 2023) and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- The school has a Safeguarding Policy and that procedures are in place that safeguard and promote the wellbeing of students with a specific focus on child on child abuse
- This policy is reviewed annually
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice
- The school is using safer recruitment procedures and that appropriate DBS checks are carried out on new staff and volunteers.

Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:

- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

- Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Online safety as a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors)
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

### **Safeguarding Governor**

The named governor for child protection and children in care is responsible for maintaining:

- Regular contact with the school's DSL
- Awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities.

### **Designated Safeguarding Lead**

The DSL is a senior member of staff responsible for the:

- Provision of leadership and vision in respect of safeguarding and child protection
- Practical implementation of the safeguarding policy, ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other statutory agencies such as the Police
- Provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a student is being abused and how they can protect themselves from an allegation
- Ensuring that the safeguarding team has received the appropriate training
- Coordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings
- Supporting students at risk, liaison with other professionals and the monitoring and evaluation of our child protection procedures
- Liaison between the safeguarding team and the leadership team and governors.

### **The Headteacher**

The Headteacher is responsible for:

- Supporting the DSL officer in all aspects of the role
- Ensuring that the DSL and the deputies and the have received the appropriate training
- Ensuring all staff (including volunteers and temporary staff) understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Ensuring the safe recruitment of all staff (including supply staff and volunteers)
- Making parents aware of the school's safeguarding policy
- Dealing with any allegations against members of staff or volunteers
- Acting as the 'case manager; in the event of an allegation of abuse made against another member of staff, or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Creating a safe environment for students at the school.

### **The Staff**

All staff are expected to:

- Know the names of the DSL and the deputies
- Understand and comply with the school's safeguarding policy
- Understand and comply with the DfE Keeping Children Safe in Education 2022
- Deal with any bullying incidents that may occur, following proper procedures
- Refer any concerns related to safeguarding or child abuse to the DSL at their earliest opportunity
- Behave in accordance with our Staff Conduct Policy.

## **9.0 Staff Wellbeing**

Featherstone High School recognises the emotional support that staff may require from time to time. Staff have access to Mindfulness training and a therapeutic room in the mentoring suite plus a trained onsite counsellor is available for staff to access. In addition, staff can access coaching and [www.care-first.co.uk](http://www.care-first.co.uk).

## **10.0 Whistleblowing**

Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises (or employed by the school) should contact either the Headteacher or the Designated Safeguarding Lead (DSL) in line with our Whistleblowing Policy. Should the concern relate to the Headteacher the member of staff should contact the DSL/or the Chair of Governors or the LADO (Local Authority Designated officer) who can be reached on child protection support 0208 825 8930.

The LADO for Ealing is Natalie Cernuda.

The Ealing LADO is contactable via [Cernudan@ealing.gov.uk](mailto:Cernudan@ealing.gov.uk) or [asv@ealing.gov.uk](mailto:asv@ealing.gov.uk). 07890940241 / 020 8825 8930.

The above email address and telephone number are managed by the child protection administration team. They will forward a referral or consultation request to the LADO and LADO support.

In the absence of both the LADO and LADO support, a duty Child Protection Advisor (CPA) will respond to a referral/consultation.

Whistleblowing can also take place with NSPCC helpline Report Abuse in Education on 0800 136 663 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk), Ofsted 0300 1233155 (8am to 6pm, Monday to Friday) email [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk). Where a crime has been committed staff should call the police.

## 11.0 Safeguarding Children

Safeguarding at Featherstone High School is not just about protecting children from deliberate and direct or indirect harm, it also relates to the following policies and procedures:

- Safer recruitment and selection of staff
- Site security
- Building design
- Health and safety
- Intimate care
- Meeting the medical needs of children and providing first aid
- Staff conduct
- Whistleblowing
- Managing allegations against staff
- Attendance and punctuality
- Educational visits
- Behaviour for learning
- E-safety - ICT & Internet usage
- Use of reasonable force
- Drug and substance misuse.

## 12.0 The Curriculum

Relevant issues will be addressed through the PSHE curriculum, for example, self-esteem, emotional literacy, assertiveness, power, extremism and radicalisation, sex and relationship education, e-safety, grooming and bullying.

We promote, and have a dedicated coordinator of a planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- Body confidence and self-esteem
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable.

### **13.0 Links to the wider Curriculum**

PSHE, ICT and RE lessons and/or assemblies are delivered to students on the following:

- Child on Child abuse
- Consent
- Staying safe from harm
- Staying safe online
- Sex, relationships education (SRE) – Staying safe
- Staying safe from bullying
- Who can I turn to in school
- Anti-crime day
- Drugs & Alcohol misuse
- Calculated risks
- Child sexual exploitation
- Domestic abuse
- FGM – Female genital mutilation
- Forced marriage
- Substance misuse
- Gang activity
- Radicalisation and extremism
- Staying safe online
- Morality – making the right decisions.

Relevant issues will be addressed through other areas of the curriculum, for example, in registrations, English, History, Drama, Art, Health & Social Care and during enrichment themed days such as Women's Day, One World Day and Enterprise Day.

All school policies which address issues of power and potential harm, for example: behaviour for learning, bullying, equal opportunities, will be linked to ensure a whole school approach.

The school's Safeguarding Policy is not separated from the general ethos of the school, which ensures that children are treated with respect and dignity, feel safe, and are listened to.

### **14.0 Online safety and the use of mobile technology**

At FHS, we recognise the importance of safeguarding children and young people from potentially harmful and/or inappropriate online material and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology
- Set clear guidelines for the use of technology for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

## Four categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content**  
Being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact**  
Being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them (e.g. sexual, criminal, financial or other)
- **Conduct**  
Personal online behaviour that increased the likelihood of, or causes, harm, such as making, sending and/or receiving explicit images (e.g. consensual or non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce**  
Risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Artificial Intelligence (AI) - generative AI tools are now widely available and easy to access. Staff, students and parents/carers may be familiar with chatbots such as ChatGPT and Google Bard.

FHS recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard students. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose young people to harmful content. For example, the use of 'deep fakes', where AI is used to create images, audio or video hoaxes that look real.

FHS, in line with the IT and internet usage policy, will treat any use of AI to access harmful content or bully others in line with this and our behaviour policy.

Staff should refer to our IT & internet usage policy for further guidance.

## 15.0 Safer Recruitment & Selection

What we will do:

- On each recruitment panel at least one member of staff will have received relevant training.

Our commitment to safer recruitment is outlined in more detail in our Safer Recruitment Policy.

## 16.0 The School's Role in Supporting Students

The school will offer appropriate support to individual students who have experienced abuse or who have abused others using a trauma-informed approach - those who have been impacted by traumatic stress. We will seek to see, hear, believe and do something to safeguard our children. Our supportive culture will take all concerns seriously and prioritise responses that are timely and appropriate.



Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. The school will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

We will ensure that the school works in partnership with parents/carers and other agencies as appropriate.

## **17.0 Mental Health and Well Being**

Schools have an important role to play in supporting the mental health and wellbeing of their students.

All staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only trained professionals will make a diagnosis of a mental health problem, but mental health first aiders are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.

There are multiple mental health first aiders in school (both teaching and non-teaching staff). Staff and students can refer to the Mental Health First Aiders posters around the school site to locate their nearest support.

Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.

Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy.

We are mindful that students will suffer from degrees of stress, anxiety and mental health conditions related to a range of issues that are affecting them. These could include forms of neglect and abuse as well as:

- Bereavement
- Refugee/asylum status
- Chronic disabling illness and
- other serious family issues.

If left unsupported, students may develop behaviours linked to trauma which will lead to poor academic performance and underachievement.

Where behaviours are identified we will support students by offering them access to our school counsellor and where there is need (with due regard to budgetary constraints) commission art/play therapy or other specialist provisions.

Referrals will also be made to NHS CAMHS (Child and Adolescent, Mental Health Service) which can also be made via the family's GP.

## **18.0 What staff will look out for - Abuse and Neglect**

Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect, including exploitation, 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 designated safeguarding lead (or deputy).

### **Forms of Abuse and Neglect**

#### **Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

#### **Physical Abuse**

A form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

#### **Emotional Abuse**

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Passive emotional abuse happens when a parent or carer denies the child the love and care they need in order to be healthy and happy. Such adults might be emotionally unavailable; fail to offer their child praise and encouragement; interact with them in an age-inappropriate way; be overprotective, limiting their opportunities to explore, learn and make friends; or expect the child to meet the parent's own emotional needs.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### **Sexual Abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers

as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and our policy and procedures for dealing with it.

There are two different types of child sexual abuse. These are called contact abuse and non-contact abuse.

### **Contact Abuse**

Is where an abuser makes physical contact with a child, including penetration.

### **Non-contact Abuse**

Covers other acts where the abuser doesn't touch the child, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing.

Sometimes children are sexually abused by other children.

### **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

### **Safeguarding Issues**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nudes and semi-nudes (also known as youth produced sexual imagery) put children in danger.

### **Child on Child Abuse**

All staff should be aware that children can abuse other children (often referred to as child on child abuse). It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

### **Consensual Image Sharing**

Image sharing, especially between older children of the same age, may require a different response. Procedures will be followed in line with KCSIE 2022 & KCSIE 2023. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. All staff should be clear as to the FHS's policy and procedures with regards to child on child abuse. Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- Non-consensual sharing of nudes and semi nudes images and/or videos
- 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 typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Abuse in intimate relationships between children is sometimes known as 'teenage relationship abuse'.

Signs that a child might be in an unhealthy relationship are:

- Becoming isolated and spending little time with family or friends
- Controlling behaviour, such as being told what to wear, always needing to let the person know where they are or what they're doing or having their social media accounts monitored
- Feeling pressured or like they have to do things they're uncomfortable with. This could include being pressured into sex or to send nudes or sexual images
- Having their money, access to food or day-to-day items controlled
- Being prevented from working or going to school or college or feeling reluctant to go to school
- Persistent changes to a child's mood or behaviour can also be a sign that something's wrong
- Being bullied or experiencing sexual bullying, either online, in private or in front of others at home or in school.

## 19.0 Whole-school Approach to Child on Child Abuse (sexual abuse)

At FHS, we have a whole school, joined-up approach dedicated to tackling sexual harassment (and on-line sexual harassment). This includes educating our students on these themes through our PSHE curriculum, RSE sessions and assemblies.

All our staff at FHS have a baseline understanding of what constitutes sexual harassment/peer on peer abuse, recommended responses and curriculum approaches. Our Senior Leaders ensure that policies and the curriculum support a message of equality and a zero-tolerance stance on sexual harassment and violence for children and young people of all genders and sexualities. Our staff also recognise that, while it is possible for all young people to experience these issues, these practices are highly gendered.

The following whole-school policies also support the school's stance on sexual harassment:

- **FHS Behaviour policy:** This policy also outlines on-line safety and wider safety to tackle gender, sexuality and bullying including cyber bullying, which includes gender-sensitive guidelines for on-line engagement. On-line sexual harassment can also relate strongly to issues of body image and self-esteem (though bullying) which

have an impact of mental health and wellbeing. The behaviour policy also outlines how sexism and homophobia are tackled head-on

- **PSHE curriculum:** Our PSHE curriculum and daily reflections ensure key messages and themes are addressed which relate to sexual harassment; these are included in a 'spiralled curriculum' where 'Relationships' at KS3 focus on appropriate sexual language, and then in-depth case studies on rape at Key Stage 4 and 5
- **FHS ICT and Internet acceptable use policy:** this also prioritises new pressures around digital intimacy for young people including social media use and pornography
- **FHS Parents, Carers and Visitors code of conduct and behaviour on school premises policy:** This policy places a high importance on good manners, positive communication and mutual respect. This also outlines the school's stance on physical or verbal abuse (including aggressive behaviour directed towards any member of staff, a student, visitor or volunteer), and highlights the appropriate action the school will take in any such situation. The school will also seek legal advice where possible in some cases.

### **What to do if you are worried a child is being abused – Advice for all staff**

If staff members have any concerns about a child (as opposed to a child being in immediate danger) or if they receive a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred they will report it at their earliest convenience to the designated safeguarding lead (DSL). If the DSL is not available please contact one of the deputy designated safeguarding leads aforementioned. Staff are advised to complete a referral to the DSL (and or safeguarding team) via My Concern or a referral form which can be found outside the main admin office.

In the absence of the DSL or the safeguarding team, report the information to the Headteacher or the most senior member of staff in the school. All staff may raise concerns directly with Children Social Care Services; telephone number: 0208 825 8000.

If staff suspect that a child is in immediate danger they are asked to dial 999 straight away and ask for the police.

If a member of staff makes a referral to children's social care or the police, they will inform the DSL at their earliest convenience.

Staff can also seek support at: [www.gov.uk/report-child-abuse-to-local-council](http://www.gov.uk/report-child-abuse-to-local-council)

### **If a child makes a disclosure to you**

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child/young person that they have done the right thing by telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep a secret
- Write up your conversation as soon as possible, using the child's own words. Write a report of the facts, without your interpretation or judgements
- Upload your comments to MyConcern (our safeguarding portal) and tell the DSL in person when possible
- Do not disclose the details of this information to anyone else, unless directed to do so by a relevant/authorised person.

Be mindful that some children/young people:

- May not feel ready, or know how to tell someone that they are being abuse, exploited or neglected
- May not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to a vulnerability, disability, sexual orientation and/or language barriers.

None of the above should stop you from having a 'professional curiosity' and speaking to the DSL if/when a concern arises.

## **20.0 Staff Procedures when making a referral**

This should be done when staff:

- Have a suspicion that a student is marked or bruised in a way that is not readily attributed to "normal" knocks and scrapes
- Notes behaviours or actions in a student which give rise to suspicions that the student may have suffered abuse
- Receives hints or a disclosure of any type of abuse from a member of staff, a student or from one of their friends.

Staff are asked to log a concern onto our recording portal, MyConcern. If they are unable to, staff can use a referral form which is located outside the main office and place the form into the tray of the DSL. In this instance, staff are asked to email or speak to the DSL asap to explain that a concern has been logged. Staff are asked not to investigate matters themselves, but to record as many details as possible and to pass on the information to the DSL/DDSL.

It is important that members of staff do not follow up suspicions of child abuse themselves, for instance by speaking with and/or questioning students, parents or members of staff.

While staff must be circumspect about using "hearsay" evidence, it must not be discounted without thought. Gossip is often untrue, but not always. Such evidence may, together with other indicators, give us warning of an abusive situation. It is an essential requirement for all members of staff to record any conversation or contact that might be useful as evidence.

It is the responsibility of the DSL, to make an informed decision as to whether to refer the case to Social Services or/and the police. This may be immediately following the expression of concern or after discussion with the student, his/her parents or carers, the member of staff, other staff, and other agencies as appropriate. The DSL will use the procedures outlined in Ealing's Assessment Protocol Thresholds of Need Guide and where necessary use a completed Early Help Assessment and Plan (EHAP) accordingly as part of any decision making.

## **21.0 Early Help Assessment**

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment, as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases, acting as the lead practitioner. The DSL will keep the case under constant review and the

school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines and interventions will be monitored and reviewed regularly.

If the designated DSL (or one of the DDSL's) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice will be sought from Ealing Children's Integrated Response Service (ECIRS) helpline or The Ealing Safeguarding Children Partnership.

We will inform parents/carers of our actions unless social services or the police advise us that doing so could place the child at greater risk of harm or could impede a criminal investigation. We will inform parents and carers about our duties and responsibilities under child protection procedures and if requested, make available to them a full copy of this policy (which will be stored on the schools website).

We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our students. We will consider the 'unthinkable' and challenge when required.

The DSL or deputy will notify Social Services if there is an unexplained absence of a child who is on the Child Protection Register or is a Looked After Child. In addition, they will ensure that when a student on the Child Protection Register leaves the school, their information is transferred to the new school immediately and the child's social worker is informed.

All paper records will be kept securely, separate from the main student Files, and in locked locations. All electronic records are securely saved onto our safeguarding portal, My Concern. <https://www.myconcern.co.uk/>.

## **22.0 The Child's Wishes**

We will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children. We will ensure that there are systems in place for children to express their views and give feedback. We will ensure that staff members do not agree to confidentiality with the child/ren and always act in the best interests of the child.

## **23.0 Confidentiality**

All staff need to understand that the only purpose of confidentiality is to benefit the student. No one should guarantee confidentiality to a student nor should they agree with a student to keep a secret. This is because any child protection concern must be reported to the designated child protection officer (or one of the safeguarding team) and may require further investigation by the appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection issues on a "need to know basis" only. Any information shared in this way must be held confidentially to themselves.

## **24.0 Records and Monitoring**

Accurate records are essential to good child protection practice.

- Anyone receiving a disclosure of abuse or noticing signs of possible abuse must make an accurate record **within 24 hours of the incident** via My Concern or a referral form, noting what was seen or said, putting the event into context and giving the date, time and location
- File notes are kept for any student on a Child Protection Plan (CPP) or for any student monitored for child protection reasons. These records will be kept in a locked cupboard and electronically on a secure area of the school communications system
- If a student transfers from the school, any child protection notes will be forwarded to the student's new school marked "confidential" and for the attention of the receiving school's DSL
- To allow the new school/college to have support in place when the child/young person arrives, this should be within:
  - **5 working days** for an in-year transfer, or within
  - The **first 5 working days** of the start of a new term
- Safeguarding records, relating to individual children, will be retained for a reasonable period of time after they have left the school.

## 25.0 Supporting students at Risk

Featherstone High School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

Featherstone High School will endeavour to support students through:

- a) The curriculum to encourage self-esteem and self-motivation
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued
- c) The implementation of the school's behaviour for learning policies
- d) A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviours are unacceptable but s/he is valued
- e) Regular liaison with other professionals and agencies that support the students and their families
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations
- h) Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse
- i) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection
- j) Providing an experienced learning mentor to support those overcome barriers to learning
- k) Commission specialist organisations (i.e. counselling, therapist) to support students well-being.



## **26.0 Attendance at Child Protection Conferences & Core group meetings**

It is the responsibility of the DSL to ensure that the school is represented and/or a report is submitted to any Child Protection conference called for children on the school roll or previously known to them. Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is made subject to a Child Protection Plan, it is the DSL's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. If the school is part of the core group, then the DSL will ensure that the school is represented at these meetings; that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare will be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the CDSL will inform the child's key worker immediately and then record that they have done so and the actions agreed.

## **27.0 Managing Allegations**

Any adult working or volunteering with children may be subject to an allegation that they have harmed a child. This could occur within a professional setting or in a professional's private life.

An allegation will fit into one of two categories:

1. Allegations that may meet the harms threshold
2. Allegations/concerns that do not meet the harms threshold, namely 'low level concerns'.

### **Allegations that may meet the harms threshold**

Allegations that fall into this category indicate that a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in school:

- Behaved in a way that has harmed a child, or may have harmed a child
- Committed a criminal offence against or related to a child
- Behaved in a way that indicates they would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All staff allegations are to be reported to the Headteacher. If the allegation is against the DSL or Headteacher, then the matter should be referred directly to the Chair of Governors or the LADO.

When an allegation is made about an individual it must be reported to the Local Authority Designated Officer (LADO) within 24 hours. The LADO will then agree when to inform the accused professional of the allegation, depending on the nature and complexity of the allegation. If it becomes clear at this early stage that an allegation is false, then the accused will be informed and no further action taken.

If there is cause to believe that a child has been harmed then a meeting will be held between the LADO, the police, the employer of the accused professional, Ealing Children's Services and any other agencies deemed relevant to the allegation. At this meeting it will be decided who needs to take the allegation to the next stage.

The person subject to the allegation may be suspended from work or moved to other duties for the duration of the investigation. This will be decided by the Headteacher or Chair of Governors based on the nature of the allegations. Before a professional can be suspended they must have a meeting with the designated investigating officer to make representations concerning their suspension. A trade union representative or friend may be present at this meeting.

In some cases, the police may proceed with an allegation and the accused may be arrested and interviewed under caution. A professional under criminal investigation may wish to seek legal representation from their trade union or a solicitor of their choosing.

An employer may need to conduct an internal investigation into an allegation. This could be conducted by a senior member of staff or an independent body depending on the availability of resources and the severity of an allegation. If there are criminal investigations going on it may not be possible for the employer to complete their internal investigation until the criminal proceedings are over. An employer should try to reach a conclusion on their internal investigation regardless of whether or not the accused professional has resigned.

Confidentiality should be respected and people should only be notified of an allegation on a 'need to know' basis.

KCSIE 2022 stated that schools have an obligation to preserve records which contain information about allegations of sexual abuse. All other records should 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.

Should an allegation be found to be true, then the accused could be dismissed from their job and be barred from working with children by Disclosure and Barring Service.

For a full overview of the allegations process (including for temporary, supply or volunteers working with the school), please refer to the 'Responding to allegations of abuse made against teachers and other school staff' policy.

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

### **Allegations that do not meet the harms threshold**

Definition of low-level concerns: a concern, no matter how small, 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 or online and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- Being overly friendly with children or young people
- Having 'favourites'
- Taking photographs of children on mobile devices

- Engaging with a child or young person on a one-to-one basis, e.g. in an office or behind a closed door
- Humiliating or ridiculing a child or young person.

### **Sharing low-level concerns**

At FHS, we recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system.

### **Responding to low-level concerns**

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it is anonymous
- To the individual involved and any witnesses.

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action(s), in line with the Staff Code of Conduct. The Headteacher will be the decision maker in respect of all low-level concerns; they may wish to liaise and collaborate with the DSL.

## **28.0 Review**

This policy will be reviewed annually (and other timely points) taking into account changes made to Keeping Children Safe in Education (KCSIE), Working Together to Safeguard children and guidance from the Ealing Safeguarding Children Partnership. The Chair of Governors will be appraised of changes where appropriate.

## Appendix 1

### Procedures and Processes

#### Manage referrals

The designated safeguarding lead and the safeguarding team will:

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Where a crime may have been committed, refer to the Police as required. [NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police](#)
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and refer cases where a crime may have been committed to the Police as required.

#### Work with others

The designated safeguarding lead will:

- Liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff (especially pastoral support staff, school nurses and SENCOs) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for all staff.

#### Supporting children who need a social worker

- Children may need a social worker due to safeguarding or welfare needs, such as abuse, neglect and complex family circumstances
- These experiences can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health
- Our local authorities will inform the DSL if a child has a social worker, and the DSL will hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:
  - Responding to unauthorised absence or missing education where there are known safeguarding risks
  - The provision of pastoral and/or academic support.

#### Training

The designated safeguarding lead (and deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular

intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Raise Awareness**

The designated safeguarding lead will:

- Ensure the schools child protection policies are known, understood and used appropriately
- Ensure the schools child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this:
  - Refer cases of suspected abuse to the local authority children's social care as required
  - Support staff that make referrals to local authority children's social care
  - Refer cases to the Channel programme where there is a radicalisation concern
  - Support staff that make referrals to the Channel programme
  - Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and
  - Refer cases where a crime may have been committed to the Police.

Additionally, the DSL will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies and act as a source of support, advice and expertise for staff.

The DSL will:

- Ensure that specific reference to online safety is made where it's mentioned that DSLs should take lead responsibility for safeguarding and child protection
- Work with the mental health leads where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and carers
- Promote educational outcomes of children in need by knowing and helping to address issues they're experiencing or have experienced, by:
  - Ensuring the school knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
  - Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising the lasting impact there can be on children's educational outcomes.
- Work with the Headteacher and 'relevant strategic leads'.

On information sharing:

- Understand the importance of information sharing with other schools/colleges on transfer, including in-year transfers and between primary and secondary education
- Ensure information in child protection files is kept confidential and stored securely

- Clarify that the child protection file should be transferred to a new school or college within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

Our DSL and deputies will have a good understanding of:

- How to identify, understand and respond to specific needs that can increase the vulnerability of children
- Specific harms that can put children at risk
- The important role they play in providing information and support to children's social care in order to safeguard and promote the welfare of children
- The lasting impact adversity and trauma can have on education, behaviour, mental health and wellbeing, and what is needed in responding to this
- The difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication
- Children in need (those with disabilities, or relevant health needs, and young carers), who have specific needs that the DSL should be alert to.

The safeguarding governor for the school is Mr Sharma.

### **Availability of the DSL**

During term time the Designated Safeguarding Lead (or a deputy) will always be available (during school hours) for staff, students or parents/carers in the school to discuss any safeguarding concerns.

During school closure periods the DSL and deputies will be accessible via their respective email addresses. During residential and other school trips the DSL will provide the event leader with a contact mobile number.

### **Setting Professional Boundaries**

All adults working with children are in positions of trust and so a high standard of behaviour is expected. A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity.

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

- All adults working with children have a responsibility to maintain public confidence in their ability to safeguard. It is expected that an adult who works with children adopts a high standard of personal conduct and avoids behaviour that could be seen to compromise their work with children such as the misuse of drugs and alcohol or acts of violence and other criminal acts.
- Adults who work with children should ensure they dress in a suitable manner for the tasks and work they undertake. Featherstone High Schools staff dress code must be adhered to. Where necessary, staff will be asked to return home to change. If issues persist this could lead to disciplinary matters.
- Where a person aged 18 or over is in a specified position of trust with a child under the age of 18 (or a sixth former over the age of 18) it is illegal for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.

- No child / student should live in or be invited to the home of an adult who works with them unless the reason for this has been firmly established and agreed with the child's parents/carers and the professional's senior managers / Head teacher.
- Gifts and rewards should be part of an agreed policy for supporting positive behaviour or recognising achievements. There may be times when an adult wishes to give a student a personal gift but it must be in line with agreed policy.
- Occasionally, a student may develop an infatuation with an adult who works with them. If an adult becomes aware of such a situation they should discuss it with the DSL at the earliest opportunity to avoid any hurt, distress or embarrassment on behalf of the child. The DSL will share this information with the Headteacher who together will ensure that all parties are clear of expectations and next steps. A record will be kept of such situations to safeguard staff and students.
- Communication between staff and students, by whatever means, should take place within clear professional boundaries, this includes the use of technology including mobile phones, text messaging, emails and social media. To be clear, staff should not exchange personal numbers, email addresses or social media usernames so that they can communicate personally. All communication should take place via the established school systems which is via Groupwise email or via Firefly.
- Adults/staff should not share personal information with a student nor should they request or respond to any personal information from the child. Adults should ensure that all of their communications with a child are transparent and open to scrutiny. They should not give out personal contact details.
- Many jobs within the children's workforce require physical contact with children. There are occasions when it is entirely appropriate for adults to have some physical contact with the child. However, it is crucial that, in all circumstances, adults should only touch children in ways which are appropriate to their profession or agreed role and responsibilities. When physical contact is made with a child, this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.
- One-to-one situations have the potential to make a child more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with children may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when these are unavoidable, reasonable and sensible precautions are taken.

*Sections taken from Ealing Safeguarding Children Partnership (ESCP).*

### **Children with Special Educational Needs and Disability (SEND)**

SEND children are at increased risk of neglect and abuse, with an increased risk for children with multiple disabilities.

What we will do. We will:

- Ensure that the views, wishes and feelings of SEND children are sought regularly as an intrinsic part of professional practice

- Ensure students are educated in an appropriate manner on key issues such as their health, personal safety, social interaction (e.g. sex education) etc
- Ensure that students know how to raise concerns and have access to a range of adults with whom they can communicate – children with communication difficulties will be given a means of being heard at all times
- Ensure close contact with families and a transparent approach to communication.



## Appendix 2

### Types of Abuse and Neglect

#### Self-Harm

Self-harm can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing.

There are many reasons why children and young people try to hurt themselves. And once they start, it can become a compulsion. That's why it's so important to spot it as soon as possible and do everything you can to help.

Rather than being a cry for attention or an attempt at suicide, self-harm is usually a way for young people to release overwhelming emotions. It may also be copying behaviour that they have seen in the media or online.

Self-harm is a real cause for concern because it's becoming more and more common.

The exact reasons why children and young people decide to hurt themselves aren't always easy to work out. In fact, they might not even know exactly why they do it.

There are links between depression and self-harm, and quite often a child or young person who is self-harming is being bullied, under too much pressure to do well at school, being emotionally abused, grieving or having relationship problems with families or friends. Some young people use social media and websites to connect with and share feelings related to self-harm.

#### How to spot the warning signs

Young people will go to great lengths to cover self-harm scars and injuries. If you do spot them they might be explained away as accidents.

The signs to look for divide into the physical and emotional.

#### Physical

These are commonly on the head, wrists, arms, thighs and chest and include:

- Cuts
- Bruises
- Burns
- Bald patches from pulling out hair.

Young people who self-harm are also very likely to keep themselves covered up in long-sleeved clothes even when it's really hot.

#### Emotional

The emotional signs are harder to spot and don't necessarily mean that a young person is self-harming. But if you see any of these as well as any of the physical signs then there may be cause for concern:

- Depression, tearfulness and low motivation
- Unusual eating habits; sudden weight loss or gain
- Low self-esteem and self-blame

- Drinking or taking drugs.

### **On-line Abuse**

Online abuse is any type of abuse that happens on the internet, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).

Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

### **Child on Child Alleged Abuse**

Featherstone High School recognises that students may well be victims of abuse from other students. Child on Child abuse can manifest itself in many ways and we will have regard for the different types of gender issues that can be prevalent. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. We recognise that abuse will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and create an unsafe environment.

Where allegations are made by one child against another child, they will be acted on...

- The allegation should be brought to the attention of the designated safeguarding lead immediately
- The designated safeguarding lead will decide whether the matter should be dealt with under the school's safeguarding policy or behaviour for learning policy
- The designated safeguarding lead will inform parents of each of the students involved within one day of the allegation being made
- The designated safeguarding lead will speak to each of the students involved and inform their parents
- A referral to children's social services will be made if appropriate and our safer schools police officer will be informed.

Disciplinary action can be taken while other investigations are going on (e.g. by the police). The fact that another body is investigating or has investigated an incident, does not (in itself) prevent the school from coming to its own conclusion about what happened and imposing a penalty or sanction accordingly. FHS will consider this on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution - we will liaise with the police and/or local authority children's social care to determine this
- There are circumstances that make it unreasonable or irrational for the school to reach its own view regarding what took place, while an independent investigation is ongoing.

### **Creating a supportive environment to minimise the risk of child-on-child abuse**

At FHS, we recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will work together to:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including but not limited to, the requesting or sending of sexual images
- Be vigilant to issues that particularly affect different genders such as those given above
- Ensure our curriculum helps to educate our students about appropriate behaviours and consent
- Ensure our students are able to confidently and easily report abuse or abusive behaviours using our reporting system
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. At FHS, we will do all we can to ensure the victim, and alleged perpetrator(s) and any potential witnesses, are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening - staff should maintain an attitude of 'it could happen here'
- That certain children may face additional barriers to tellings someone
- That a student harming a peer could be a sign of the child being abused themselves and that this would fall under the scope of this policy
- The important role they have in preventing and responding to child-on-child abuse
- That social media is likely to play a role in the fall-out from any incident or alleged incident and that this will need to be managed by appropriate adults
- That if they have any concerns about a child's welfare, they should act on them immediately, rather than wait to be told, and that victims may not always make a direct report to the DSL.

For example:

- Children can show signs of act in ways they hope adults will notice and react to
- A friend or peer could make the report
- A member of staff/adult could overhear a conversation
- A child's behaviour may indicate something is wrong, e.g. through a change from the norm.

### **Violence Against Women and Girls (VAWG)**

Violence Against Women and Girls (hereafter VAWG) is the term given to all forms of violence and abuse experienced disproportionately by women and girls, or experienced by them because of their gender. VAWG are serious crimes. VAWG is linked to women and girls' inequality and is neither acceptable nor inevitable.

Some forms of violence and abuse, such as rape, FGM and 'revenge' pornography are specific criminal offences, whilst other forms, such as abusive 'sexting', domestic violence and child sexual abuse, may constitute a range of different offences.

### **Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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.

FGM is often considered a necessary part of raising a girl, and a way to prepare her for adulthood and marriage.

FGM causes serious physical and emotional harm. Families who practice FGM do not think of it as abuse. Families and students will be provided with advice and information that is sensitive to their culture and beliefs, but it will be made clear that FGM is illegal.

Religious, social or cultural reasons are sometimes given for FGM. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out of her; or
- Observes physical signs which appear to show that an act of FGM has been carried out of a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose by an authorised person, they should also discuss the case with the DSL and children's social care should be involved, as appropriate.

Any other member of staff at FHS (non-teachers) who discover that an act of FGM appears to have been carried out on a student under the age of 18, must report it to the DSL and follow safeguarding processes set out in this policy.

### **Domestic Abuse and Child on Child Relationship Abuse**

Domestic abuse is the term applied to the varied forms of abuse experienced from a current or former intimate partner. It is a pattern of control, coercion and threats and can involve physical abuse (such as assault), emotional abuse (such as intimidation), sexual abuse (such as rape), psychological abuse (such as isolating them from friends and family), and financial abuse (such as using money to control them). Domestic abuse can also be inflicted alongside wider family abuse involving multiple perpetrators, including in gang-associated relationships and where family or community 'honour' is perceived to be at stake. As well as being affected by domestic abuse within parent/carer relationships at home, young people can also experience abuse within their peer relationships.

### **Domestic Abuse**

Domestic abuse can be emotional, physical, sexual, financial or psychological, such as:

- Kicking, hitting, punching or cutting
- Rape (including in a relationship)
- Controlling someone's finances by withholding money or stopping someone earning
- Controlling behaviour, like telling someone where they can go and what they can wear
- Not letting someone leave the house
- Reading emails, text messages or letters.

Being exposed to domestic abuse has serious consequences for children and young people; and it can affect how they feel, think and behave in harmful ways.

- Children who witness domestic abuse are also victims
- Witnessing domestic abuse can have a lasting impact on children
- Children can be victims, and perpetrators, in their own relationships too
- The abuse can be physical, sexual, financial, psychological or emotional
- Threatening to kill someone or harm them
- Threatening to another family member or pet.

### **Signs of Domestic Abuse**

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very differently when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.

Signs that a child has witnessed domestic abuse can include:

- Aggression or bullying
- Anti-social behaviour, like vandalism
- Anxiety, depression or suicidal thoughts
- Attention seeking
- Bed-wetting, nightmares or insomnia
- Constant or regular sickness, like colds, headaches and mouth ulcers
- Drug or alcohol use
- Eating disorders
- Problems in school or trouble learning

- Tantrums
- Withdrawal.

### **Online Abuse**

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including:

- Social media
- Text messages and messaging apps
- Emails
- Online chats
- Online gaming
- Live-streaming sites.

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

As a lot of young people's social interaction now occurs through social media, they are exposed to online harassment and abuse from peers or adults. This facilitates and amplifies the violence and abuse they experience offline. Adults or peers can also manipulate online relationships to initiate non-contact sexual abuse (e.g. via webcam) or to exploit them into sexually abusive or exploitative relationships offline through making them send self-generated photographs (which can then be used to threaten, coerce and control them), or introducing them to sexualised or pornographic material.

### **Signs of Online Abuse**

A child or young person experiencing abuse online might:

- Spend a lot more or a lot less time than usual online, texting, gaming or using social media
- Seem distant, upset or angry after using the internet or texting
- Be secretive about who they're talking to and what they're doing online or on their mobile phone
- Have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

Some of the signs of online abuse are similar to other abuse types:

- Cyberbullying
- Grooming
- Sexual abuse
- Child sexual exploitation.

For more information go to;

[https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/.](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/)

### **So- called 'Honour Based' Abuse**

So-called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of

so-called honour based abuse is abuse (regardless of the motivation) and will be handled and escalated as such.

Staff will make the appropriate referrals to the DSL if there is a suspicion.

### **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

- These are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity
- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources
- In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator
- It can be perpetrated by individuals or groups, males or females, and children or adults
- It can be a one-off occurrence or be 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 can involve violence or threats of violence
- Victims can be exploited even when activity appears to be consensual
- It can happen online as well as in person.

### **What is Criminal Exploitation?**

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

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 sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

Children who...

- Appear with unexplained gifts or new possessions
- Associate with other young people involved in exploitation
- Have older boyfriends or girlfriends
- Suffer from sexually transmitted infections or become pregnant
- Suffer from changes in emotional well-being
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or education or do not take part in education.

### **Gang Activity - What is a gang?**

The word 'gang' means different things in different contexts, the government in their paper 'Safeguarding children and young people who may be affected by gang activity' distinguishes between peer groups, street gangs and organised criminal gangs.

#### **Peer group**

A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.

#### **Street gang**

"Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity."

#### **Organised criminal gangs**

"A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crimes is their occupation."

It's not illegal for a young person to be in a gang – there are different types of 'gang' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.

Children and teenagers who become involved in gangs are at risk of involvement in violent crime and exploitation by adults and other young people. Children mixed up in gang culture may show violent and retaliatory behaviour and may be more prone to committing acts of sexual abuse or using prohibited drugs. If we become aware of a student's involvement in criminal activity, we will make contact with Ealing's Youth Offending Service and also inform our Safer Schools Police officer.

#### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. 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 a number of locations including schools, further and higher educational institutions, student referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

### **Children Absent from or Missing Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child who is regularly absent, or goes missing from education is a potential indicator of abuse or/and neglect, especially with regard to sexual exploitation and FGM or Child Criminal Exploitation, mental health problems, substance abuse, radicalisation or forced marriage.

Some children are particularly at risk of being absent and then missing from education. These include children who:

- Are already at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend school
- Come from new migrant families.

Staff will inform the DSL if they suspect that a child's absence from school is of concern. If a student is suspected as being 'missing in education' reasonable enquiries will be made by attendance Staff/Learning Mentors and our Safer Schools Police Officer to establish why the student is not in school. This will include home visits and notifying the Local Authority, Social Care and the Police.

Staff are asked to follow the school's procedures for unauthorised absence when dealing with children that go missing from education, particularly on repeat occasions, to help identify the reasons and to help prevent the risks of their going missing in future.

We will be aware of and consider the risks of potential safeguarding concerns such as travelling to conflict zones around the world (as determined by the Foreign and Commonwealth Office), FGM and forced marriage.

## **Children Missing from Home or Care**

At times vulnerable children will go missing and/or run away from home. Such cases will be of high priority and will include the school working closely with the police, children's social services and the child's family. We will:

- Search the school grounds, classrooms etc. and provide the police with information of known places that the child might visit
- Engage with the child's school friends so that any contact can be shared with the authorities especially related to social media accounts
- Record and share all relevant information pertaining to the child such as a photo, the child's home address and contact details for all parents and carers
- Take advice from the statutory authorities on next steps to take
- Provide the statutory authorities with information relevant to the child and their peers
- Where there is sensitive information to share with a child we will endeavour to do this with their parents/guardians.

We will not:

- Pass on confidential information to non-statutory agencies or third parties such as the press
- Provide the friends of the missing child with any information that they don't need to know
- Lead the investigation as this will be done by the Police alongside social services.

## **Bullying and Cyberbullying**

Bullying is behaviour that hurts someone else such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere: at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks and mobile phones, is often called Cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Bullying includes:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- online or cyberbullying.

## **Online or Cyberbullying**

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos.

Children may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour.

Cyberbullying can happen at any time or anywhere. A child can be bullied when they are alone in their bedroom, so it can feel like there's no escape.

Cyberbullying includes:

- Sending threatening or abusive text messages
- Creating and sharing embarrassing images or videos
- 'Trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting
- Pressuring children into sending sexual images or engaging in sexual conversations.

### **Sharing nudes and semi-nudes: how to respond to an incident**

What do we mean by sharing nudes and semi-nudes? In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds.

This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident comes to your attention: Report it to our Designated Safeguarding Lead (DSL) or equivalent immediately.

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support
- Do not delete the imagery or ask the young person to delete it
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent)
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Do not say or do anything to blame or shame any young people involved

- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Once reported, the DSL will hold an initial review meeting with appropriate school staff (this may include the member of staff who reported the incident and the safeguarding/Senior Pastoral Team). This meeting will consider the risk and plan the management of this disclosure. The DSL will also inform parents/carers at an early stage and keep them involved in the process, unless there is good reason to believe that involving them would/could put the student at risk.

All incidents of sharing of nudes and semi-nudes, and the decisions taken in responding to them, will be recorded by the DSL.

### **Domestic Abuse**

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence; domestic abuse includes any emotional, physical, sexual, financial or psychological abuse.

It can happen in any relationship, and even after the relationship has ended. Both men and women can be abused or abusers.

Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships. Domestic abuse can seriously harm children and young people.

Domestic abuse can include:

- Sexual abuse and rape
- Punching, kicking, cutting, hitting with an object
- Withholding money or preventing someone from earning money
- Not letting someone leave the house
- Reading emails, text messages or letters
- Threatening to kill or harm them, another family member or pet.

### **Child Abuse linked to faith or belief**

Abuse linked to faith or belief is where concerns for a child's welfare have been identified, and could be caused by, a belief in witchcraft, spirit or demonic possession, ritual or satanic abuse features; or when practices linked to faith or belief are harmful to a child.

Any abuse that takes place against those who are branded (or labelled) either as a witch or as having been possessed by an evil spirit is unacceptable. Significant harm (including murder) can occur because of concerted efforts to 'excise' or 'deliver' evil from a child (or vulnerable adult).

This kind of abuse is under-reported.

Spotting the signs that this abuse exists can prevent escalation from 'subtle' harms that may often go unnoticed by many, to 'extreme' situations where there is loss of life. Witchcraft beliefs are used to blame a person (rather than circumstances) for misfortune that happens in life.

It can take place for some of the following reasons:

- Abuse as a result of a child being accused of being a 'witch'
- Abuse as a result of a child being accused of being possessed by 'evil spirits'
- Ritualistic abuse which is prolonged sexual, physical and psychological abuse
- Satanic abuse which is carried out in the name of 'satan' and may have links to cults
- Any other harmful practice linked to a belief or faith.

The forms of abuse that can occur fall into the four main categories below:

### **Physical Abuse**

This can involve ritualistic beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes.

### **Emotional Abuse**

Emotional abuse can occur in the form of isolation. A child may not be allowed near or to share a room with family members, and threatened with abandonment. The child may also be convinced that they are possessed.

### **Neglect**

In situations of neglect, the child's family and community may have failed to ensure appropriate medical care, supervision, education, good hygiene, nourishment, clothing or warmth.

### **Sexual Abuse**

Children who have been singled out in this way can be particularly vulnerable to sexual abusers within the family, community or faith organisation. These people exploit the belief as a form of control or threat.

### **Where does it happen?**

Child abuse linked to faith or belief is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide across various religions including Christians, Muslims and Hindus.

The number of known cases suggests that only a small minority of people who believe in witchcraft or spirit possession go on to abuse children and adults.

Abuse may happen anywhere, but it most commonly occurs within the child's home.

### **Common factors and causes**

A range of factors can contribute to the abuse of a child for reasons of faith or belief. Some of the most common ones are below.

#### **Belief in Evil Spirits**

Belief in evil spirits that can 'possess' children is often accompanied by a belief that a possessed child can 'infect' others with the condition. This could be through contact with shared food, or simply being in the presence of the child.

#### **Scapegoating**

A child could be singled out as the cause of misfortune within the home, such as financial difficulties, divorce, infidelity, illness or death.

### **Bad Behaviour**

Sometimes bad or abnormal behaviour is attributed to spiritual forces. Examples include a child being disobedient, rebellious, overly independent, wetting the bed, having nightmares or falling ill.

### **Physical and Emotional differences**

A child could be singled out for having a physical difference or disability. Documented cases included children with learning disabilities, mental health issues, epilepsy, autism, stammers, deafness and LGBTQ+.

### **Gifts and uncommon characteristics**

If a child has a particular skill or talent, this can sometimes be rationalised as the result of possession or witchcraft. This can also be the case if the child is from a multiple or difficult pregnancy.

### **Child Trafficking**

Child trafficking is child abuse. It is where children are recruited, moved or transported and then exploited, forced to work or sold.

Children are trafficked for:

- Child sexual exploitation
- Benefit fraud
- Forced marriage
- Domestic servitude such as cleaning, childcare, cooking
- Forced labour in factories or agriculture
- Criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft
- Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Official definition: The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered 'trafficking in human beings'.

### **Child Abuse & Animal Abuse**

There is an increasing amount of research to suggest links between the abuse of animals and the abuse of children. All professionals working with children should be alert to the possibility of animal cruelty in the backgrounds of parents suspected of abusing children. Likewise, a child who harms or advocates cruelty to animals may be acting out in relation to abuse they are witnessing or suffering.

### **Cybercrime**

- This is defined as criminal activity committed using computers and/or the internet
- This includes activities such as hacking, 'denial of service' attacks (where a website is made unavailable), and creating and using malware such as viruses
- Children who are particularly skilled in computing and technology may be drawn into cybercrime – either deliberately or inadvertently.

### **Child Abduction and Community Safety Incidents**

- Child abduction is when children are taken from their parents or carers without permission. It can be committed by parents or other family members, by people

known but not related to the child (like neighbours, friends and acquaintances), and by strangers

- Community safety incidents are things like unknown adults loitering near school or trying to talk to children
- Always follow our pick-up procedures to make sure children only go home with their designated adult(s)
- **If staff see anything suspicious or that doesn't feel right, they are required to report it immediately to the police by dialling 999 and inform our DSL or a senior member of staff.**

### **Modern Slavery**

- This includes human trafficking and slavery, servitude and forced or compulsory labour
- The exploitation can take many forms, for example sexual exploitation, forced labour, forced criminality and the removal of organs
- There's a national referral mechanism for modern slavery – speak to our DSL if you need to know more about this.

### **Unaccompanied Asylum Seeking Children (UASC)**

A UASC is a child under the age of 18 who has entered the country in search of asylum without a parent or carer. In most cases a UASC will be referred to a local authority by the UK Borders' Agency shortly after they arrive in the UK.

Local authorities should adopt the same approach to addressing the needs of a UASC as they would any other vulnerable child in their area i.e. through assessment of their needs. In order to provide the best possible care for a UASC, an assigned social worker will need to find the most up to date information possible about the child. It should not be assumed that the UASC will be able to remain in the UK until they have a British citizenship or refugee status and if opportunities arise in the UASC's country of origin then they should be properly considered.

### **Contact Plans**

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests)
- They would usually attend but have to self-isolate due to illness or underlying health conditions.

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact.

We will agree these plans with children's social care where relevant, and will review them on a weekly basis.

If we can't make contact and we are concerned, we will be contacting children's social care or the police.

Where **staff are interacting with children online**, they will continue to follow our existing staff behaviour policy/code of conduct/IT & internet acceptable use policy alongside new guidance that has been issued to all staff related to remote teaching.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

All devices loaned to students will be monitored via our normal filtering systems. If there is a cause of concern a report will be sent to the HT and DSL and necessary action will be taken to safeguard the child concerned. We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### **Complex Family Structure**

Research suggests that a child living with extended family, non biological parents, or foster parents is more at risk. In these situations they are more likely to have been subject to trafficking and made to work in servitude.

What to look out for:

Indicators of child abuse linked to faith or belief include the following:

- Physical injuries, such as bruises or burns (including historical injuries/scaring)
- A child reporting that they are or have been accused of being 'evil', and/or that they are having the 'devil beaten out of them'
- The child or family may use words such as 'kindoki', 'djin', 'juju' or 'voodoo' - all of which refer to spiritual beliefs
- A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children
- A child's personal care deteriorating (eg rapid loss of weight, being hungry, turning up to school without food or lunch money, being unkempt with dirty clothes)
- It may be evident that the child's parent or carer does not have a close bond with the child
- A child's attendance at school or college becomes irregular or there is a deterioration in a child's performance
- A child is taken out of a school altogether without another school place having been arranged
- Wearing unusual jewellery/items or in possession of strange ornaments/scripts.

Taken from:

<https://www.met.police.uk/advice/advice-and-information/caa/child-abuse/faith-based-abuse/>,

### **Fabricated or induced illness (FII)**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.



FII used to be known as 'Munchausen's syndrome by proxy' (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

It can be very difficult to confirm a suspected case of fabricated or induced illness (FII).

School staff and healthcare professionals will naturally assume that a parent or carer will always act in the best interests of a child in their care, unless there's compelling evidence to suggest otherwise.

The patterns of abuse found in cases of FII usually fall into one of six categories. These are ranked as follows, from least severe to most severe:

- Exaggerating or fabricating symptoms and manipulating test results to suggest the presence of an illness
- Intentionally withholding nutrients from the child or interfering with nutritional intake
- Inducing symptoms by means other than poisoning or smothering, such as using chemicals to irritate their skin
- Poisoning the child with a substance of low toxicity – for example, using laxatives to induce diarrhoea
- Poisoning the child with a poison of high toxicity – for example, using insulin to lower a child's blood sugar level
- Deliberately smothering the child to induce unconsciousness.

NHS indicates that previous case reports of FII have uncovered evidence of:

- Parents or carers lying about their child's symptoms
- Parents or carers deliberately contaminating or manipulating clinical tests to fake evidence of illness – for example, by adding blood or glucose to urine samples, placing their blood on the child's clothing to suggest unusual bleeding, or heating thermometers to suggest the presence of a fever
- Poisoning their child with unsuitable and non-prescribed medicine
- Infecting their child's wounds or injecting the child with dirt or faeces (stools)
- Inducing unconsciousness by suffocating their child
- Not treating or mistreating genuine conditions so they get worse
- Withholding food, resulting in the child failing to develop physically and mentally at the expected rate.

If we suspect FII we will make a referral to social services in line with our normal referring procedures.

### **Grooming**

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed, or that what has happened is abuse. Grooming happens both online and in person. Groomers will hide their true intentions and may spend a long time gaining a child's trust. They may also try to gain the trust of the whole family so they can be alone with the child.

Groomers do this by:

- Pretending to be someone they are not, for example saying they are the same age as the child online
- Offering advice or understanding
- Buying gifts
- Giving the child attention
- Using their professional position or reputation
- Taking them on trips, outings or holidays.

### **Using secrets and intimidation to control children**

Once they have established trust, groomers will exploit the relationship by isolating the child from friends or family and making the child feel dependent on them. They will use any means of power or control to make a child believe they have no choice but to do what they want.

Groomers may introduce 'secrets' as a way to control or frighten the child. Sometimes they will blackmail the child, or make them feel ashamed or guilty, to stop them telling anyone about the abuse.

### **Online Grooming**

Groomers can use social media sites, instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child. They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship. It's easy for groomers to hide their identity online - they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Groomers may look for:

- Usernames or comments that are flirtatious or have a sexual meaning
- Public comments that suggest a child has low self-esteem or is vulnerable.

Groomers don't always target a particular child. Sometimes they will send messages to hundreds of young people and wait to see who responds. Groomers no longer need to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in online sexual activity.

### **Prevent Duty**

From 1 July 2015 all schools have a duty to fulfil Prevent. Protecting children from the risk of radicalisation is seen as part of Featherstone High School's wider Safeguarding duties. Prevent duty is not intended to stop students debating controversial issues but to build resilience to radicalisation as we will teach values that will challenge extremist views. Via our PSHE programme students will have the opportunity to learn about the dangers of extremism and be able to identify signs of radicalisation. We will provide a safe space where students and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

We will:

- Ensure that governors, staff, parents and students are aware of the increased risk of online radicalisation and assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology

- Ensure that via parental engagement meetings, parents/carers will receive advice, guidance and support on how they can keep their children safe and away from extremism and radicalisation
- Be alert to changes in student's behaviour which could indicate that they may be in need of help or protection
- When it is appropriate, make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people
- Provide staff with WRAP (Workshop to Raise Awareness of Prevent) training
- Ensure that suitable filtering is in place on our IT system to prevent and ensure that students are safe from terrorist and extremist material when accessing the internet in school and whilst using our devices
- Ensure that students understand how to stay safe online and provide parents with guidance and advice on how to best to support their children
- Promote British values throughout the curriculum whilst sensitively discussing views and opinions that are contrary to them.

### **Extremism, Radicalisation & Social Media**

As aforementioned, schools have a vital role to play in protecting students from the risks of extremism and radicalisation. FHS will ensure that suitable internet filtering is in place, and equip our students to stay safe online at school and at home.

Protecting children from the risk of radicalisation is part of Featherstone High School's wider Safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period of time.

Keeping children safe from risks posed by extremists and terrorist exploitation of social media will be approached in the same way as safeguarding children from any other online abuse. Terrorist organisations are trying to radicalise and recruit young people through an extensive use of social media and the internet as well as via social community gaps. As with other online harms, every member of staff needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

In the same way that staff are vigilant about signs of possible physical or emotional abuse in any of our students, if we have a concern for the safety of a specific young person at risk of radicalisation, we will follow our school's safeguarding procedures, and where deemed necessary, we will discuss the case with Ealing Social Care. As Ealing is in a 'Prevent' priority area, we will also seek the support of our 'Prevent' lead practitioner.

The government website [Educate Against Hate](#) and charity [NSPCC](#) outline the below behaviours as possible signs of radicalisation which staff should be aware of:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they use to enjoy
- Converting to a new religion

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful or anger towards others
- Increased secretively, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Possessing extremist literature
- Accessing extremist material online, e.g. through social media
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

It is important to note that children who are at risk of radicalisation may have low self-esteem, or be the victims of bullying or discrimination. It is important to note that some of these indicators, e.g. low self-esteem and irritability can also be the signs of normal teenage behaviour, so staff should have confidence in their instincts and seek advice if they believe something is wrong.

Where necessary we will also contact the Metropolitan Police (non-emergency) on 101 or if a child's life is in immediate danger from any extremist organisation or that they may be imminently planning to travel to Syria or Iraq we will dial 999 or call the confidential Anti-Terrorist Hotline on 0800 789 321.

### **Membership of extreme organisations**

The Home Office has published a list of extremist groups or organisations in the UK and abroad that are proscribed.

Under the Terrorism Act 2000, it is a criminal offence to:

- Belong, or profess to belong, to a proscribed organisation in the UK or overseas
- Invite support for a proscribed organisation (and the support is not, or is not restricted to the provision of money or other property
- Arrange, manage or assist in arranging or managing a meeting in the knowledge that the meeting is to support or further the activities of a proscribed organisation, or is to be addressed by a person who belongs or professes to belong to a proscribed organisation; or to address a meeting if the purpose of the address is to encourage support for, or further the activities of, a proscribed organisation
- Wear clothing or carry or display articles in public in such a way or in such circumstances as to arouse reasonable suspicion that an individual is a member or supporter of the proscribed organisation.

Therefore, where Featherstone High School is made aware that a staff member or student has committed one of the above offences in relation to an organisation on the list, we will inform the police and/or make a referral to social services respectively. Additionally, staff will be addressed via the schools HR department and the LADO if appropriate.

### **Mental Health Issues of a Parent or Carer**

A wide range of mental health issues can affect parents and families. This could be depression or anxiety, or psychotic illnesses such as schizophrenia or bi-polar disorder. Mental illnesses could also be associated with alcohol or drug use. If there is concern that a parent with a mental health issue may not be able to appropriately care for their children, then they

may have to undergo an assessment where additional support with parenting may be recommended.

Some parents with mental health issues may pose a risk to their children. This may be related to psychotic episodes or delusional beliefs. If the risk to the child is deemed to be high - then the authorities will intervene and the parent will no longer be the primary caregiver for that child.

**Non recent child abuse**

Staff will be aware and vigilant that abuse that has taken place in the past still needs to be reported if disclosed or discovered. Normal reporting procedures will be used to report historic cases of abuse.