

# CHILD PROTECTION POLICY

A whole-school, child-centred approach is fundamental to all aspects of everyday life at Rossendale School. In practice this means keeping the child at the centre of decision making in our partnership working with children and their families. As stated in Children Acts 1989 and 2004, the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

We hope that parents and carers appreciate our statutory duty to offer early help support and, depending on the gravity of the situation, protect children in need and who have suffered or otherwise likely to suffer significant harm. The core objective of early help support is to prevent any child from being harmed or placed at risk of harm and therefore halt any escalation where possible.

At Rossendale we strive to create a culture which enables children to express their wishes, feelings, and talk about anything that is of importance to them. We believe that every child deserves to receive an education within an environment that feels safe to learn and develop. We want our pupils, staff, parents and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding.

This policy outlines the commitment to our legal duties to safeguard children, the responsibilities for all our staff and the specific roles and responsibilities for our key Designated Safeguarding Leads and Governance.

## ***Roles and Responsibilities***

All adults working with, or on behalf of, children have a responsibility to protect them. There are, however, key people within school who have specific responsibilities under Child Protection procedures. At Rossendale School, the Designated Safeguarding Lead for child protection is Mr G Mills (Head Teacher) who has undertaken Designated Safeguarding Lead training delivered under the guidance of Lancashire's Children's Safeguarding Assurance Partnership.

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors at *Rossendale* and is consistent with national duties outlined in Keeping Children Safe in Education 2023.

Rossendale School *plays* a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/ misandry, homophobia, biphobia, transphobia and sexual violence/ harassment. This will be underpinned by our:

- Behaviour Policy
- 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
  - Body confidence and self-esteem
  - How to recognise an abusive relationship (including coercive and controlling behaviour)
  - 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.

## **Role and Responsibility of all staff, volunteers, supply staff and contractors**

All staff at Rossendale School who directly work with children are required to read at least Part One of Keeping Children Safe in Education (KCSIE).

### **All staff will be required to:**

- Read Part One and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the above guidance and understand their role.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns.

### **All staff will be aware of:**

Our school's safeguarding arrangements and systems are explained to staff as part of their induction and thereafter reviewed with staff at least annually. All new staff/ volunteers are given copies of our school's CP policy and Part One KCSIE (or Annex A, if non-teaching staff) essentially these are the key guidance provided:

- Child Protection Policy
- Staff Behaviour Policy/ code of conduct
- The role and identity of the Designated Safeguarding Lead (DSL) and deputies
- The Behaviour Policy
- Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.

KCSIE advises school staff who work directly with children should read Annex B, this contains important additional information about specific forms of abuse and safeguarding issues. Staff should follow this Child Protection Policy and speak to the DSL (or a deputy)

It is crucial that all staff look out for children who may benefit from Early Help along with children in Specific Circumstances (Annex B KCSIE 2023), the Early Help assessment process 'Families First Assessment' and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.

The process for making referrals to the Local Authority Children's Social Care and for statutory assessments that may follow a referral, including the role they might be expected to play.

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines) [See Annex B Keeping Children Safe in Education 2023](#)

The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

The fact that children can be at risk of harm inside and outside of their home, at school and online (this is referred to as extra familial harm or contextual safeguarding)

The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children.

What to look for to identify children who need help or protection.

### **Role and Responsibilities of the Designated Safeguarding Lead (DSL)**

The DSL is a member of the senior leadership team.

The DSL takes lead responsibility for our school's child protection and wider safeguarding arrangements. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

In the event that non-urgent matters arise out of school hours, our DSL can be contacted, if necessary, via phone.

When the DSL is absent, please contact school's Deputy DSL(s) Danielle Perryman, Gemma Carroll, Elisabeth Kane, Claire Kean

**The DSL will be given the time, funding, training, resources and support to:**

Provide advice and support to other staff on child welfare and child protection matters.

Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.

Contribute to the assessment of children.

Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel Programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly.

Have a good understanding of harmful sexual behaviour.

Have a good understanding of the filtering and monitoring systems and processes in place at our school.

**The DSL will also:**

Keep the Headteacher informed of any issues.

Liaise with Local Authority case managers and designated officers for child protection concerns as appropriate.

Discuss the local response to sexual violence and sexual harassment with Police and Local Authority Children's Social Care colleagues to prepare the school's policies.

Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.

Be aware that children must have an 'appropriate adult' to support and help them in the case of a Police investigation or search.

The full responsibilities of the DSL and deputy(s) are set out in their job description. See KCSIE, [Annex C](#)

**Role and Responsibilities of the Headteacher**

**The Headteacher is responsible for the implementation of this policy, including:**

Ensuring that staff (including temporary staff) and volunteers:

Are informed of our systems which support safeguarding, including this policy, as part of their induction  
Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.

Communicating this policy to parents/ carers when their child joins the school and via the school website.

Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.

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.

Ensuring the relevant staffing ratios are met, where applicable.

## Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2024\)](#) and [Working Together to Safeguard Children \(2023\)](#), the [Maintained Schools Governance Guide](#) and [Academy Trust Governance Guide](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

[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 should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. 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 pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

All schools with pupils aged under 8 add:

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children

## Confidentiality

The Data Protection Act (DPA) 2018 does not prevent or limit the sharing of information for the purposes of keeping children safe. <insert school name> recognises that timely information sharing is essential for effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. Staff should never promise a child that they will not tell anyone about a safeguarding disclosure, as this may not be in the child's best interests.

### **The following principles apply to <insert school name> confidentiality agreement:**

- . Timely information sharing is essential to effective safeguarding.
- . The Data Protection Act (DPA) 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- . If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- . Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

### **. If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:**

- Even if a victim doesn't consent to sharing information, staff may still lawfully share it if there is another legal basis under the Data Protection Act that applies.
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
- **The DSL should consider the following points:**
  - Parents or carers should normally be informed (unless this would put the victim at greater risk).
  - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to Local Authority Children's Social Care where the child resides.
  - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police. While the age of criminal responsibility is

10, if the alleged perpetrator is under 10, the starting principle of referring to the Police remains.

### **Regarding anonymity, all staff will:**

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
  - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
  - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- . The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.
- . Confidentiality is also addressed in this policy with respect to record keeping in section 12, and allegations of abuse against staff in section 11.

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

### **Training**

The Designated Safeguarding Lead and deputies will receive Child Protection training approved by the Lancashire Children's Safeguarding Assurance Partnership every 2 years and Aspris face to face training (teams)

New staff to School will undertake Child Protection training as part of their induction on commencement of employment, and then a refresher within 2 years.

All other staff at Rossendale will receive face to face Child Protection training every 2 years.

All staff will receive Child Exploitation awareness training, signs and symptoms and preventing radicalisation training.

All staff have received training on how to respond/deal with sexual violence and sexual harassment between children in schools.

All staff have completed the CHANNEL online awareness training course.

All staff annually receive refresher Child Protection training via the Priory Academy.



All staff complete the Lancashire Safeguarding online course Level 1 and Level 2 annually.

## ***Records and Monitoring***

Well-kept records are essential to good Child Protection practice. Rossendale School is clear about the need to record any concerns held about a child or children within the school, the status of such records and when these records should be passed over to other agencies (Working Together to Safeguard Children – September 2018)

Every pupil at Rossendale School has a personal section on BehaviourWatch and Edukey. Comments and concerns about the child's wellbeing, as well as performance within the classroom, are recorded daily by both care staff and teachers. Other records kept in school are file notes, which are type-written detailed accounts of involvement or concerns about specific individuals (too cumbersome in length to write into the BehaviourWatch system). There is a reference to them made on the BehaviourWatch system, whilst the file note itself is stored in the pupil's main file in the school office.

Any Child Protection concerns, or issues are kept in a central record by the DSL, which is a summary of the allegation, action taken and outcome. This is monitored regularly by the DSL to ensure that all actions are carried out.

## **Equality Statement, Children with Protected Characteristics**

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At Rossendale we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have. As stated in the Equality Act, 2010, we recognise the protected characteristics that may be applicable to our pupils:

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

All staff and volunteers understand the importance of recognising that a child may benefit from Early Help intervention, and it is integral to our whole school approach to look and listen out particularly for children:

- Who have a special educational need and/or disabilities (SEND) or health conditions?
- Are a young carer.
- Who could 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 where there are issues such as substance 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 (see Section 11)
- 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 to be provided with elective home education (EHE).

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

We know who our pupils are with special educational needs, disabilities, or additional health needs and recognise that they may face additional barriers, that can include:

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's impairment without further exploration.
- Assumptions that children with SEND can be disproportionately impacted by things like bullying - without outwardly showing any signs.
- Communication barriers and difficulties
- Reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/ participation
- Isolation.

## **Children Looked After (CLA)**

The most common reason for a child to become looked after is as a result of abuse and/or neglect. We therefore ensure that the appropriate arrangements are in place to support these children and keep them safe from further harm. This includes:

- Appointment of a Designated Teacher (DT) for CLA (see Important Contacts in Part 2)
- Appropriate staff made aware of a child's looked after status.
- Ensure that necessary staff have the skills, knowledge and understanding of the child's needs.

- Ensure the child's record contains a clear understanding of their legal status and care arrangements, including the levels of authority delegated to their carer and contact arrangements with birth parents or those with parental responsibility.
- Keep contact details of the child's social worker, carer(s) and name and contact details of the virtual school head for DT to liaise with.

## **Children with a Social Worker (CWASW)**

Since 2021 the role of virtual school heads has included a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. In offering advice and information to workforces that have relationships with children with social workers, virtual school heads identify and engage with all key professionals in Hertfordshire and beyond, helping them to understand the role they have in improving outcomes for CWASW e.g. DSL and deputies, social workers, headteachers, governors, special educational needs co-ordinators, mental health leads, other Local Authority partners, including Designated Social Care Officers for SEND.

<Insert name of school> ensure that our Designated Teacher has the appropriate training, so they are able to take the leadership of this crucial area of our safeguarding arrangements which includes:

- Working closely with virtual school heads to ensure that funding is best used to support the child's educational achievement and development needs that are identified in their personal education plans.
- Collaborating with the virtual school heads to also promote the educational achievement of previously looked after children.

## ***Attendance at Child Protection Conferences***

Where a pupil at the school is subject to formal Child Protection procedures, the school should be represented at each stage, including the Child Protection conference, and in the preparation and implementation of the Child Protection Plan, as well as contributing to Core Group meetings. This will be the responsibility of the DSL.

## ***Use of the Internet***

At Rossendale pupils are taught how to use email to communicate and how to evaluate different sources of information (including websites). They are also encouraged to appreciate the need for responsible use of these technologies to protect information, individuals, and society.

The school's policy is that pupils are only allowed to use the Internet under strict adult supervision and are only allowed on specific sites as specified by staff. This procedure applies during lessons.

**NB** Pupils are not allowed to surf freely on the Internet, nor participate in chat rooms activities.

In addition, the school has a firewall which prevents access to inappropriate sites. Although this does not cover every eventuality of 'pop ups' etc, if a staff member sees a child access an inappropriate site in School, they must report this to a Senior Manager and to the Head of ICT who will ensure the fire wall is updated to prevent access.

We also, at Rossendale School, educate pupils on internet safety through the curriculum and local community police come in and specifically address internet safety with our older pupils.

Staff must be always professional and report to a Senior Staff member if a pupil tries to have contact via the web.

### ***Schools which offer best protection to children:***

- Accept that child abuse occurs and take appropriate steps to make sure that children know they can turn to the school for support and help.
- Build good relationships with parents/carers so they can get support from School to help them deal with some of the demanding behaviours of their child and school will advise on best support available.
- Make sure everyone in school understands they have a responsibility to protect children.
- Have staff who know how to recognise signs and symptoms of abuse including child on child sexual harassment and violence and child exploitation and know what to do.
- Have a positive school culture.

Rossendale School aims to offer the best protection we can for the pupils in our care.

Rossendale School's Child Protection Policy is in line with the agreed procedures of the Lancashire Safeguarding Children's Board.

### ***Referrals of suspected cases of child abuse***

If we have a concern that a child is suffering or likely to suffer significant harm as a result of abuse, then a referral will be made to the following:

Initial concern – gain advice from:

Matt Chipchase                      LEA Child Protection Officer  
Tel:                                      01772 531 196  
Email:                                  matt.chipchase@lancashire.gov.uk

Then if advised to make a referral, contact the following:

Lancashire Children's Social Care  
Tel:                                      0845 053 009  
Email:                                  [cypreferrals@lancashire.gov.uk](mailto:cypreferrals@lancashire.gov.uk)

## ***Supporting Pupils at Risk***

Rossendale School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation, and some sense of self-blame and may not always recognise they are being abused.

The school may be the only stable, secure, and predictable element in the lives of children at risk. Nevertheless, when at school, their behaviour may still be challenging, defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive, and secure environment and which gives pupils a sense of being valued.
- The School's Behaviour Policy emphasises the importance of supporting vulnerable pupils. All staff agree to a consistent approach which focuses on the behaviour of the child but does not damage the child's sense of self-worth.
- Liaison with other agencies who support the child such as Social Services, Child, and Adolescent Mental Health Services (CAMHS), Educational Psychology Service etc. to support the child to attend appointments so they get the right level of support.
- Keeping records and notifying Social Services as soon as there is a recurrence of a concern.

When a pupil, who is subject to a Child Protection Plan leaves school, the DSL will contact the DSL at the child's new school to transfer relevant information. If the School does not know where the pupils has moved to, we will contact the LEA Child Protection Officer as soon as possible.

It is important that staff read the following policies in conjunction with this Child Protection Policy to help safeguard the pupils at Rossendale School:

## **ANTI-BULLYING**

Our policy on bullying is set out in the School's Anti-Bullying Policy and is reviewed annually by the Senior Leadership Team.

## **PHYSICAL INTERVENTION**

Our policy on physical intervention is set out in the School's Behaviour Policy and is reviewed annual by the Senior Leadership Team.

## **WHISTLE BLOWING**

Our policy on whistle blowing is set out in the Whistle Blowing Policy and is reviewed annually by the Senior Leadership Team.

## **CHILD PROTECTION PROCEDURES**

The staff at Rossendale play a vital role in the protection of vulnerable children from abuse:

*Because of their day-to-day contact with individual children during school terms, teachers, and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop (DfES)*

It is therefore important that staff are vigilant in recognising signs and symptoms of abuse.

## 1) NEGLECT

### **Definition**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It includes failing to protect a child from physical and emotional harm or danger.

### **Signs and Symptoms**

- Lack of adequate nourishment
- Constant hunger
- Emaciation
- Scavenging for food or clothes
- Not receiving medical attention when necessary
- Lack of interest in the welfare of the child
- Inappropriate clothing
- Poor state of clothing
- No boundaries or limits set in terms of actions and behaviour.
- Poor personal hygiene
- Constant tiredness
- Frequent lateness or non-attendance at School
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g., rocking, hair twisting, thumb-sucking)
- No social relationships
- Chronic running away
- Compulsive stealing

### **Procedure**

**Record** – instances when the child comes into School in an unkempt state, without breakfast etc.

**Consult** – with parents in the first instance regarding personal hygiene and nutrition. If there becomes a regular pattern and cause for concern consult with a senior member of staff.

**Monitor** – the regularity of these occurrences.

**Complete** – the school's referral form to the Designated Safeguarding Lead.

If pattern persists a referral may be needed to be made via a CAF to Social Services. It will be normal practice for the DSL to gain advice from Lancashire School's Safeguarding Officer prior to this.

## 2) PHYSICAL ABUSE

### **Definition**

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

### **Signs and Symptoms**

- Extreme, inappropriate physical chastisement
- Deliberate, malicious injuries
- Being shaken
- Restraining the child inappropriately
- Misuse of medication
- Unexplained burns or injuries
- Reluctance to discuss injuries.
- Withdrawal from physical contact
- Reluctance to undress in hot weather
- Aggressive behaviour
- Fear of returning home
- Fear of parents
- Untreated injuries
- Damage or injury to mouth.
- Bite marks.
- Weal's suggesting beating.

### **Non-accidental injuries**

- Eye injuries
- Bruising in and around the mouth
- Grasp marks on arms.
- Finger marks
- Outline bruising, e.g., belt marks.
- Bruising to buttocks or back
- Bruising on soft tissue, e.g., cheeks, arms
- Different age bruising

### **Procedure**

**Record** – exactly what you see, hear from other pupils, hear from the child themselves. Complete skin



maps if there are visible marks.

**Consult** – with a senior member of staff/DSL.

**Complete** – the school's referral form to the Designated Person.

**Monitor** – the regularity of the suspected abuse to gain an accurate record and look for any patterns of abuse. If concerned for welfare of the child parents should not be contacted at this point, until the DSL has contacted the CSAP to seek advice. If staff believe physical abuse is happening and the child may be put at further harm if contact was made, then this must be avoided.

### 3) SEXUAL ABUSE

#### ***Definition***

Sexual abuse of children is the actual or likely sexual exploitation of a child or adolescent under 18 years of age by any person. This would include any form of sexual activity to which the child cannot give true consent either by law or because of ignorance, dependence, developmental immaturity, or fear.

#### ***Definition of Sexual Exploitation***

Sexual exploitation of children and young people under 18 involves exploitation situations, contexts and relationships where young people receive something (eg food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing and/or another or others performing on them, sexual activities.

#### ***Signs and Symptoms***

- Access to pornographic materials
- Being involved in the sexual activities of adults
- Being touched or talked to in sexually explicit ways, directly or indirectly.
- Being spoken to about sex in ways which are inappropriate for the child, and which seek to gratify the needs of others.
- Any unwanted sexual touching
- Tendency to cry easily.
- Regression to younger behaviour
- Genital itching or pain
- Depression or withdrawal
- Distrust anxiety or fear.
- Wetting
- Soreness of throat

### **Procedure**

**Record** – conversations with pupils in the appropriate pupil log but **ON NO ACCOUNT** discuss personal details and issues, nor offer opinions. Your role is purely to listen and note details of what the child says to you. Make the child aware that this information cannot be totally confidential to yourself and the child but must be shared with others.

**Consult** – with a senior member of staff who will make a decision on what to do next.

If concerned for welfare of the child parents should not be contacted at this point, until the DSL has contacted the CSAP to seek advice. If staff believe sexual abuse is happening and the child may be put at further harm if contact was made, this must be avoided.

## **Sexual violence and sexual harassment between children in schools (child on child abuse)**

Sexual violence and sexual harassment can occur between two children of any sex and any age.

Sexual violence and sexual harassment can occur online and offline (both physical and verbal) and are never acceptable.

It is important that all victims are taken seriously and offered appropriate support.

Any incident of sexual violence or sexual harassment is not accepted or tolerated at Rossendale School, and as with any safeguarding concern, it is important that staff take appropriate action in accordance with our child protection policy.

Any forms of sexual harassment must be challenged by the staff member and the DSL must be informed.

### **Sexual Harassment**

Means unwanted conduct of a sexual nature that can occur online and offline, it can include sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothing and appearance, and calling someone sexual names.

It can be physical such as deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawing of a sexual nature.

Online sexual harassment which might include non- consensual sharing of sexual images and videos (sexting), inappropriate sexual comments on social media, exploitation, coercion, and threats.

Up skirting – (the covert, voyeuristic photographing of a female’s underwear up her skirt.)

Any forms of sexual Harassment must be challenged by the staff member and the DSL must be informed.

## Sexual violence

When referring to sexual violence it is a reference to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape** – a person (A) commits an offence of rape if, he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis. B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by penetration** – a person (A) commits an offence of sexual assault if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe the B consents.

**Sexual Assault** – a person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent** – someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g., to vaginal but not anal. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

## Managing a disclosure

It is essential that the victim(s) are reassured and that they know they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should follow the following procedure:

Record the conversation with the pupil in writing, make sure you do not ask leading questions or promise confidentiality as information may have to be shared.

Consult with the Designated Safeguarding Lead who will follow the child protection procedure and report the incident to the Lancashire Children’s Safeguarding Assurance Partnership for advice. If the DSL is not available, the staff member should speak to a senior member of staff.

## PLEASE NOTE

In some cases, the victim may not make a direct report or disclosure. For example, a friend may make report, or a member of staff may overhear a conversation that suggests a child has been harmed. It's important that in such instances staff take appropriate action to ensure the child is safe.

### **Young people being involved in serious violence.**

All staff should be aware of indicators which may signal that a child is at risk from or are involved with serious crime.

- Increased absence from school
- Change in friendships.
- Relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm
- Significant change of well-being
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

If a staff member is concerned in any way this must be reported immediately to the DSL.

## **4) EMOTIONAL ABUSE**

### ***Definition***

Actual or likely adverse effect on the emotional and behavioural development of a child under the age of 18 years, caused by persistent or severe emotional ill-treatment or rejection. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. If there is domestic violence in the home the child will be suffering emotional abuse even if the violence is not directed at them.

### ***Signs and Symptoms***

- Persistent ridicule, rejection, humiliation
- Living in an atmosphere of fear and intimidation
- Being allowed no contact with others
- Not receiving love and affection
- Low warmth, high criticism
- Being bullied, scapegoated
- Physical, mental, and emotional development delay
- Admission of punishment which appears excessive.
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking)
- Self-mutilation
- Fear of parents being contacted.
- Extremes of passivity or aggression
- Drug/solvent abuse.
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes

### **Procedure**

**Record** – exactly what you observe.

**Consult** – with a senior member of staff.

**Complete** – the school's referral form to the Designated Safeguarding Lead

**Monitor** – the regularity of the disturbance to the child's normal functioning.

If concerned for welfare of the child parents should not be contacted at this point, until the DSL has contacted the CSAP to seek advice. If staff believe emotional abuse is happening and the child may be put at further harm if contact was made, this must be avoided.

## Incidents of abuse within the school by a pupil or a member of staff

### i) Accusations against Staff

Cases of suspected abuse by staff are particularly sensitive and are difficult to deal with. The child's interest is paramount, but the member of staff also has rights which should not be infringed. A set of guidelines has been established by the different teachers' professional associations. They are intended to be "complementary and supplementary" to the national framework established by the Department of Health and DfES, "Working Together to Safeguard Children". Rossendale School's position is to follow the NEOST guidance. (Also see Whistle Blowing Policy)

The priority is to ensure that pupils are safeguarded. Accordingly, at Rossendale the following will occur:

- Ensure the child is protected against possible further incidents. This may involve suspension of the member of staff, but suspension should not be automatic.
- Staff will then contact Lancashire's Local Authority Designated Officer (LADO), to be directed by them.
- An investigation, if necessary, by the police, in which the evidence is properly preserved, and the outcome is not prejudiced. This, fundamentally, requires that the child is not interviewed in an inappropriate manner and should not be conducted by school staff, but should be referred to Lancashire Social Services Child Protection Co-ordinator based at The Globe, Accrington. This should occur irrespective of which authority the child comes from.
- Protection for the member of staff, who may be innocent and whose right to a proper hearing in the event of eventual disciplinary action is not prejudiced. A particularly delicate area is the extent to which the member of staff is informed of the allegations. After initial discussion by the Headteacher with the appropriate authorities, i.e. the Social Services Department and the LADO, the Headteacher will make a decision regarding the amount of information that the particular member of staff has a right to and will see that member of staff confidentially and make him or her aware of the position. The member of staff will be supported throughout this process.
- Keeping the number of people involved in the case to a minimum so that disciplinary action and appeal processes are not compromised. This is not a special rule relating to abuse cases but applies to all staff disciplinary processes. It is particularly important because of the serious nature of this type of allegation and its implications for the career of the member of staff involved.
- The school will ensure that any possible prosecution is not compromised. This will mean that any internal action (other than suspension where this is the right course) will not take place until after a decision has been made whether or not to prosecute. If the CPS decide there is to be a prosecution, then any disciplinary action will be deferred until the case has been heard.

- The school will ensure that confidentiality is maintained in respect of any records that are kept in relation to the pupil. Records will not be disclosed to third parties, other than the Police or Social Services, and staff will not discuss any information that they may hold with third parties, again other than the Police or Social Services through formal meetings.

## **ii) Accusations against Head Teacher**

- If the allegation is made against the Headteacher then the member of staff should report the matter to the Deputy Designated Safeguarding Lead, who should immediately notify Priory Education Services, LADO and the Social Services Department.

## **iii) Accusations against another pupil**

- It is important that both pupils (i.e. the perpetrator and the victim) are protected against further incidents. This may result in the pupil who the allegation has been made against being sent home while internal investigation is undertaken, and advice sought.
- Advice will be sought from Lancashire Schools Safeguarding Officer and the LEAs of the relevant pupils.

## **iv) Accusations against DSL (Designated Safeguarding Lead)**

- If the allegation is against the DSL, then the member of the staff should report the matter to the Headteacher, who should immediately notify Priory Education Services, Social Services and LADO.

## ***Child Sexual Exploitation***

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections.
- in girls, repeat pregnancy, abortions, miscarriage.
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress.
- going to hotels or other unusual locations to meet friends.

- seen at known places of concern.
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators.
- involved in abusive relationships, intimidated and fearful of certain people or situations.
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation.
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether.
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- drug or alcohol misuse.
- getting involved in crime.
- police involvement, police records
- involved in gangs, gang fights, gang membership.
- injuries from physical assault, physical restraint, sexual assault.

## **Safeguarding Children – Forced Marriage**

### **Definition**

A ‘forced’ marriage (as distinct from a consensual ‘arranged’ marriage) is defined as one conducted without the valid consent of at least one of the parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds. Forced marriages of children may involve non-consensual and/or underage sex, emotional and physical abuse and should be regarded as a child protection issue and referred to Children’s Social Care.

Although there is no specific criminal offense of a forced marriage, the forced marriages of children (and vulnerable adults) may involve one or more criminal offences, e.g., common assault, cruelty to persons under 16, child abduction, rape, kidnapping, false imprisonment and even murder. The Forced Marriage (Civil Protection) Act 2007 came into force in November 2008. The Act gives the courts a wide discretion to deal flexibly with each individual case, employing civil remedies that offer protection to victims without criminalising family members. Forced marriage is primarily, but not exclusively, an issue of abuse against girls and young women: ‘Most cases involve young women aged between 13 and 30, although there is evidence to suggest that as many as 15% of victims are male (Young People & Vulnerable Adults Facing Forced Marriage; Practice Guidance for Social Workers).

Whilst most cases encountered in the UK involve South Asian families, partly reflecting the composition of the UK populations, there have been cases involving families from East Asia, the Middle East, Europe and Africa. Some forced marriages take place in the UK with no overseas element, whilst others involve a partner coming from overseas or a British citizen being sent abroad.



## Recognition

Victims of existing or prospective forced marriages may be fearful of discussing their worries with friends and teachers but may come to the attention of professionals for various behaviours or circumstances consistent with distress.

These may include:

- A family history of siblings being forced to marry or to marry early.
- A sibling who suddenly disappeared or went abroad.
- Frequent authorised absences or truancy from school/lessons.
- Social isolation.
- A sudden decline in education performance, aspirations, or motivation.
- Unreasonable restrictions on the child's liberty e.g., accompanied to/from school, not allowed to attend extra-curricular activities.
- Depression, self-harming behaviour, eating disorders.
- Lethargy and inability to concentrate.
- Physical and domestic violence and abuse.
- Running away from home.
- Reports of having left the country suddenly or being on an extended family holiday.

## Response

Staff should not make assumptions that a child is at risk and try to establish the full facts from the child at the earliest opportunity. The child must be provided with the opportunity to speak on her/his own, in a private place. S/he may face significant harm if her/his family learn that s/he has sought help or advice.

Mediation should not be attempted. The needs of victims of forced marriage vary. They may need help to avoid a threatened forced marriage or dealing with the consequences of a forced marriage that has already taken place. Staff should seek consultation and advice from the school's Designated Senior Person who will contact the local Children's Safeguarding Assurance Partnership identified lead professional on forced marriage. The Forced Marriage Unit should also be consulted (01282 472190)

Where there is information of an existing or prospective forced marriage of a child aged less than 18 years, child protection issues should be addressed by referral to Children's Social Care, without prior discussion with the family or community.

## Further guidance and advice

- The Right to Choose – Multi Agency Statutory Guidance for Dealing with Forced Marriage.
- Multi-Agency Practice Guidelines – Handling Cases of Forced Marriage (published by the Forced Marriage Unit in July 2009).
- Guidance for Local Authorities on Applying for Forced Marriage Protection Orders (published by the Ministry of Justice in October 2009). The Forced Marriage Unit (FMU) is Government's central unit dealing with forced marriage casework, policy, and projects. The FMU provides confidential information and assistance to potential victims and concerned professionals. FMU staff can offer advice and assistance to individuals who: Fear they will be forced into a marriage (in UK or overseas).

- Fear for a friend or relative who may be forced into a marriage (in the UK or overseas).
- Have been forced into a marriage and do not want to support their spouse's visa application.

## **Safeguarding Children – Female Genital Mutilation**

### **Definition**

Female Genital Mutilation (FGM) is a collective term for procedures which include the removal of part/all external female genitalia for cultural or other non-therapeutic reasons. The practice is not required by any major religion and is medically unnecessary, painful and has serious health consequences at the time it is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13 but is also performed on new-born infants and on young women before marriage/pregnancy. Several girls die as a direct result of the procedure, from blood loss or infection. Girls may be circumcised or genitally mutilated illegally by doctors or traditional health workers in the UK or sent abroad for the operation.

### **Law**

Female circumcision, excision, or infibulations (female genital mutilation) is illegal in this country by the Female Genital Mutilation Act 2003, except on specific physical and mental health grounds. See the Home Office website. It is an offence to:

- Undertake the operation (except in specific physical or mental health grounds)
- Assist a girl to mutilate her own genitalia.
- Assist a non-UK person to undertake FGM of a UK national outside UK (except in specific physical or mental health grounds)
- Assist a UK national or permanent UK resident to undertake FGM of a UK national outside the UK (except in specific physical or mental health grounds)

### **Recognition**

A child may be considered at risk if it is known older girls in the family have been subject to the procedure. Pre-pubescent girls 7 to 10 are at highest risk, though the practice has been reported amongst babies. Suspensions may arise if a family is known to belong to a community in which FGM is practiced and is preparing for the child to take a holiday, arranging vaccinations or planning school absence and the child may refer to a 'special procedure' taking place.

Indications that FGM may have already occurred include:

- Prolonged school absence with noticeable behaviour changes on return
- Bladder and menstrual problems
- Reluctance to receive medical attention or participate in sport.

### **Response**

Any suspicion of intended or actual FGM must be referred to Children's Social Care, in accordance with the Referral and Assessment Procedure. Children's Social Care, must inform the police CAIU at the earliest opportunity and convene a strategy meeting within 2 working days if:

- There is suspicion that a girl or young woman, under the age of 18, is at risk of undergoing this

procedure.

- It is believed that a girl or young woman is at risk of being sent abroad for that purpose or
- There are indications that girl or young woman has suffered mutilation or circumcision.

A service manager from the Children's Social Care team who has attended female genital mutilation training, or a child protection adviser/senior manager should chair the Strategy Meeting. Health providers or voluntary organisations with specific expertise should be invited. A legal advisor should be invited or consulted prior to the meeting on the options, which could be considered to protect a child. In planning any intervention, it is important to consider the significance of cultural factors. FGM is generally performed because of the significance it has in terms of cultural identity. Any intervention is more likely to be successful if it involves workers from, or with a detailed knowledge of, the community concerned.

If the child has already suffered female genital mutilation the meeting will need to consider carefully whether to continue enquiries or whether to assess the need for support services. Female genital mutilation is a one-off event of physical abuse (albeit one that may have grave permanent sexual, physical, and emotional consequences), not an act of repeated abuse and organisational responses need to recognise this. A second strategy meeting should take place within 10 working days of the first meeting, with the same chair. This meeting must evaluate the information collected in the enquiry and recommend whether a child protection conference is necessary. A girl who has already been genitally mutilated should not normally be the subject of a conference or the subject of a protection plan unless additional concerns exist, though she should be offered counselling and medical help. Consideration must however be given to any other female siblings at risk.

## **Prevention**

Agencies should work together to promote a better understanding of the damaging consequences to health (physical and psychological) of FGM. Wherever possible the aim must be to work in partnership with parents and families to protect children through parents' awareness of the harm caused to the child.

## **Safeguarding Children – Preventing Radicalisation**

### **Definition**

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that:

- Reject or undermine the status quo.

Or

- Reject and/or undermine contemporary ideas and expressions of freedom of choice.

## Prevention

Schools play an integral part in educating young people – equipping them with the knowledge and skills to think for themselves, to challenge and debate, and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share.

Exploring ideas, developing a sense of identity, and forming views are a normal part of growing up.

We do need to encourage young people to express their views, to accept difference in others' views and embrace the multi-cultural and diverse society in which we live. They also need to appreciate the impact their views can have on others and to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

## 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 (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (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 (see section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carers has expressed an intention to remove them from school to be home educated

## Mental health

- 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.
- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.
- If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.
- Add further details as necessary, about your procedures for identifying possible mental health problems, including routes to escalate and referral and accountability systems. Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

## Sharing of nudes and semi-nudes ('sexting')

### Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

### You must **not**:

View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident

There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)

What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

The imagery involves sexual acts and any pupil in the images or videos is under 13

The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

#### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

#### **Informing parents/carers**

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

#### **Referring to the police**

If it is necessary to refer an incident to the police.

#### **Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

#### **Curriculum coverage**

The below is provided as an example of how you might demonstrate the way your curriculum covers the sharing of nudes and semi-nudes. Insert details of your own approach here.

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships education , PSHE and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images
- This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people

- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

## Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and 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 pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key 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 for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and 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

To meet our aims and address the risks above, we will:

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

Staff are trained as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring within their annual safeguarding training. All staff members will receive refresher training as required and at least once each academic year

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras

## **Artificial intelligence (AI)**

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

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

Rossendale school will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying and behaviour policies.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

## **At Rossendale School:**

- Pupils will be educated through the school curriculum, group, and individual discussions both in school and in the residential units.
- Pupils will be taught about a range of different cultures through the curriculum to understand diversity and have an acceptance of the multi-cultural society in the UK.
- Staff have all received training on preventing radicalisations and what to do if they have any concerns.
- All staff have completed the CHANNEL online awareness course and most staff have also had training with the local police department responsible for the Prevent Duty

## **Recognition**

Staff need to be aware of the following signs:

- Change in dress or appearance.
- Losing interest in friends or activities not associated with a particular ideology.
- Behaviour focused on an extreme idea or cause.
- Possession of material or symbols associated with an extremist cause.



## **Response**

If any staff member has a concern about a pupil, they should speak to the DSL (Headteacher or Head of Care) who will seek advice from the Prevent Team.

## **Contact Numbers**

The police Prevent Team for Lancashire – 01772 413029 / 07943 050822

email: [channelreferrals@lancashire.pnn.police.uk](mailto:channelreferrals@lancashire.pnn.police.uk)

Police non-emergency number – 101

Crime Stoppers – 0800 555 111

## REFERRAL PROCEDURES



