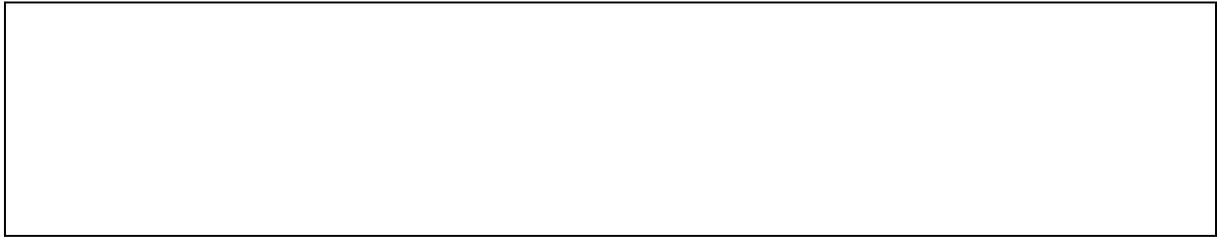# Child Protection Policy

RIBBLESDALE HIGH SCHOOL

Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Safeguarding Lead (DSL) & 'Back-Up' or Deputy DSL	Nominated Governor
2015-16	I Hemingway (DSL) L Heaton (Deputy DSL)	J Atkinson
2016-17	I Hemingway (DSL) L Heaton (Deputy DSL)	J Atkinson
2017-18 (Sept – May)	I Hemingway (DSL) L Heaton (Deputy DSL)	J Geldard
2017 – 18 (June – July)	Z Dewhurst (DSL) L Heaton (Deputy DSL) J Parkinson (Deputy DSL)	J Geldard
2018 – 19	Z Dewhurst (DSL) L Heaton (Deputy DSL) J Parkinson (Deputy DSL) H Adamson (Deputy DSL)	J Geldard

Contents

1a   Training for Designated Staff in School (DSLs should refresh their training every 2 years KCSIE 2018)

Name of Staff Member / Governor	Date when last attended CP Training	Provided by Whom (e.g. LCC, Governor Services)
I Hemingway	18/04/17	LCC
L Heaton	18/04/17	LCC
J Geldard	24/05/17	LCC Governor Services
J Parkinson	20/04/18	LCC
Z Dewhurst	24/05/18	LCC

1b   Whole School Child Protection Training (all staff should receive induction and "regular"updated training KCSIE 2018). Guidance states that minimally this should be every 3 years.

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
New staff	Sept 2014	I Hemingway
All staff level 3 training	Feb 2015	I Hemingway
Key reminders for staff and induction documentation distributed to new staff.	Sept 2015	I Hemingway
Briefing for student teachers – key messages	Sept 2015	I Hemingway
Safeguarding training all staff	April 2016	I Hemingway
Catch up training	July 2016	I Hemingway
Safeguarding update	Sept 2016	I Hemingway
Training for all staff	June 2017	I Hemingway
Adoption of Online Safeguarding Training for new starters (records available)	October 2017	Hays
Online Safety Training for teachers / digital leaders and key staff	May 2018	Rob Musker, LA consultant for Online Safety

All staff completed Online Safeguarding training	June 2018	Hays
Whole staff training	June 2018	Hays Online Training
Safeguarding update • Preventing Radicalisation • Sexting • Child Sexual Exploitation • Online Safety	September 2017-July 2018	7 Minute Briefings
Online Safeguarding Training for all new staff	September 2018	Hays Online Training
Safeguarding update all staff and induction information distributed to new staff. KCSIE Part 1 and other key policies, with updates from KCSIE 2018	September 2018	Z Dewhurst
Safeguarding Update • Homelessness • Online Safety • Peer on Peer Abuse	January 2019	Z Dewhurst
Operation Encompass and General Safeguarding Update	May 2019	J Parkinson / Z Dewhurst
Whole staff training	June 2019	Hays Online Training

1c **Safer Recruitment Training** in line with KCSiE 2018, at least one person on any recruitment and selection panel has to have undertaken Safer Recruitment training (LCC recommends this is updated every 5 years).

Name of Staff Member / Governor	Date when attended	Provided by Whom (e.g. LCC, Governor Services, on line training)
I Hemingway	January 2018	Hays Online Training
S Cox	July 2015	P Threlfall Safeguarding Ltd
J Geldard (Governor)	October 2015	Hays Online Training
S Cowking	March 2018	Hays Online Training
J Woodward (Chair of Governors)	January 2018	Hays Online Training
G Partington	February 2018	Hays Online Training
L Small	January 2018	Hays Online Training

M O'Donoghue	February 2018	Hays Online Training
P Edge	January 2018	Hays Online Training
Z Dewhurst	January 2018	Hays Online Training

1d   Policy Reviews

Review Date	Changes made	By whom
02/06/15	New policy in place to respond to advice for the Schools Safeguarding Service and changes to statutory responsibilities in April 2015.	Updated by I Hemingway (DSL) and approved by governing body.
June 2016	Policy updated and approved.	Governing body
June 2017	Policy updated and approved.	Governing body
June 2018	Amended to include new DSL	Updated by Z Dewhurst (DSL)
September 2018	Policy updated based on KCSIE Sept 2018	Updated by Z Dewhurst (DSL) and approved by governing body.

Review dates for this policy (annual review required KCSIE 2018)

2   Terminology & Framework

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the Designated Safeguarding Lead at the school

Child includes everyone under the age of 18.

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

Effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of a child, should be put first, so that every child receives the support they need before a problem escalates
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to those children
- All professionals share appropriate information in a timely way and can discuss concerns about an individual child with the Designated Safeguarding Lead (DSL) and recognise their responsibilities in sharing information with the local authority children's social care where they feel that appropriate action has not been taken by the DSL or their concerns have not been taken seriously
- All professionals contribute to whatever actions are needed to safeguard and promote the child's welfare and take part in regularly reviewing the outcomes for the child against specific and outcomes
- Child protection is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Lancashire Safeguarding Children Board (LSCB).

3   Purpose of the Child Protection Policy, School Commitment & Inter Agency Working

An effective whole school child protection policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child. Ribblesdale High School fully recognises the contribution it can make to protect children and support pupils in school.

There are three main elements to our Child Protection Policy'

(a)   Prevention:

Creating a positive school atmosphere, teaching and pastoral support to pupils where children have opportunities to have a voice and that their wishes and feelings are listened to and taken into account.

(b)   Protection:

By following agreed procedures, ensuring staff are trained to recognise possible signs and symptoms of abuse and are trained and supported to respond appropriately and sensitively to child protection concerns.

(c)   Support:

To pupils and school staff and to children who may have been abused.

This policy applies to all adults, including volunteers, working in or on behalf of the school.

We recognise that high self- esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse.

Our **school commitment** is to:

(a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. That they have opportunities to talk and their wishes and feelings are listened to and taken into account. The school's form tutor system places teaching staff in a key role in terms of daily contact and care. In addition, Pastoral Co-ordinators (non-teachers linked to specific year groups) offer freely available advice and support.

(b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Messages are clearly shared during transition, and are reinforced regularly through assemblies, CASCADE sessions in form tutor time and the PHSE curriculum.

(c) Include in the curriculum activities and opportunities for PSHE that equip children with the skills they need to stay safe and will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

(e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

The school contributes to **inter-agency working** as part of its statutory duty. The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

4   Key Responsibilities

The Governing Body should ensure that:

➢ There is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children
➢ There is a senior board level lead to take leadership responsibility for the school's safeguarding arrangements (e.g. nominated governor) and that the school has a child protection policy and procedures in place which are provided to and read by all staff – including temporary staff and volunteers on induction.
➢ Policy is in accordance with government guidance and refer to locally agreed inter-agency procedures
➢ All staff read at least part one of DfE Statutory Guidance *Keeping Children Safe in Education,* all staff undertake appropriate child protection training and a senior member of the school's leadership team is designated to take lead responsibility for child protection (Designated Safeguarding Lead)

- This is explicit in the DSL's job description and there is always 'cover for the role' i.e. a backup DSL
- The DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children
- A designated teacher is appointed to promote the educational achievement of children who are looked after by the local authority.
- The school has a Staff Code of Conduct provided to all staff – including temporary staff and volunteers, on induction
- The school operates safe recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures. The Chair of Governors is responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Headteacher. There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- It considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Personal, Social and Health Education (PSHE), and/or through Sex and Relationship Education (SRE)
- There are procedures in place to handle allegations against other children where services or activities are provided on the school premises by another body. There is an annual review of policies and procedures/safeguarding arrangements
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures
- Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information

The Headteacher should ensure that:

- the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff
- he will be the case manager and liaises with the LA designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer
- he receives appropriate child protection training which is regularly updated
- he will ensure that sufficient resources and time are allocated to enable the staff to discharge their responsibilities, will help to create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and will address any concerns sensitively and effectively in a timely manner in accordance with the agreed whistle blowing policies
- provides staff, upon induction, with the Child Protection and Safeguarding Policy, staff Code of Conduct, part one of the 'Keeping Children Safe in Education' (KCSIE)

Guidance, Behavioural Policy, Online Safety Training, and the identity of the DSL and any Deputies

The Designated Safeguarding Lead (DSL):

➢ has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
➢ is appropriately trained, with regular updates
➢ acts as a source of support and expertise to the school community
➢ keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
➢ refers cases of suspected abuse to children's social care or police as appropriate
➢ ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
➢ attends and/or contributes to child protection conferences
➢ coordinates the school's contribution to child protection plans
➢ develops effective links with relevant statutory and voluntary agencies
➢ ensures that the child protection policy and procedures are reviewed and updated annually and liaises with the nominated governor
➢ makes the child protection policy available publicly, on the school's website.

The Deputy Designated Safeguarding Lead(s):

Is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the Deputy will assume all of the functions above.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

5   Staff Code of Conduct

a) Good practice guidelines

➢ treating all pupils with respect
➢ setting a good example by conducting ourselves appropriately
➢ involving pupils in decisions that affect them
➢ encouraging positive, respectful and safe behaviour among pupils
➢ being a good listener
➢ being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
➢ recognising that challenging behaviour may be an indicator of abuse
➢ reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
➢ being aware that the personal and family circumstances and lifestyles of some pupils

lead to an increased risk of abuse

➢ referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care.

b) Whistleblowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

c) Abuse of position of trust

All staff at Ribblesdale High School are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

d) Allegations against staff

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in the school's Allegations of Abuse against Staff policy and procedures. Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

e) Staff/pupil online relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Staff should only communicate (using technology), via school related sites and the school e-mail.

f) Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. Ribblesdale High School ensures that new staff and governors receive a briefing during their induction, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, Headteacher (unless the Headteacher is the DSL) and Governors will receive training that is regularly

updated – in accordance with statutory guidelines where relevant. Every two years, all staff will receive a 3 hour, full safeguarding and child protection training. The on-line, certificated course, will be completed and recorded in the interim years. Updates via email, website access and staff meetings throughout the year will consider aspects of Safeguarding.

Other documents and policies that complete an individual member of staff's training, and which they must have read and assimilated, include:

➢ Keeping Children Safe in Education (2018) [Part one]
➢ Staff Code of Conduct
➢ Safeguarding and Child Protection Policy
➢ Behaviour Policy.

g) Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2018) by carrying out the required checks and verifying the applicant's identity, qualifications and work history. At least one member of each recruitment panel will have attended safer recruitment training. All relevant staff are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment and checks are undertaken.

h) Volunteers, Contractors & Site Security

Volunteers, including Governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised. The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day. Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

i) Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures. When our pupils attend off-site activities, including day and residential visits and work related

activities, we will check that effective child protection arrangements are in place.

j) Work Experience

If a pupil attends a work experience placement, the School will make arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2018)*.

6   Child Protection Procedures

a) Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- ➢ disabled or have special educational needs
- ➢ young carers
- ➢ affected by parental substance misuse, domestic violence or parental mental health needs
- ➢ asylum seekers or living away from home
- ➢ vulnerable to being bullied, or engaging in bullying
- ➢ living in temporary accommodation or transient lifestyles
- ➢ living in chaotic and unsupportive home situations
- ➢ vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- ➢ at risk of sexual exploitation
- ➢ do not have English as a first language
- ➢ at risk of female genital mutilation (FGM) or forced marriage
- ➢ at risk of being drawn into extremism.

b) Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone. Abuse may be committed by adult men or women and by other children and young people.

c) Four categories of abuse:

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

deliberately induces, illness in a child.

Emotional abuse

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

Sexual abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

➢ provide adequate food, clothing and shelter (including exclusion from home or abandonment)
➢ protect a child from physical and emotional harm or danger
➢ ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Indicators of abuse

➢ Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or

embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

A child who is being abused, neglected or exploited may:

> ➢ have bruises, bleeding, burns, fractures or other injuries
> ➢ show signs of pain or discomfort
> ➢ keep arms and legs covered, even in warm weather
> ➢ be concerned about changing for PE or swimming
> ➢ look unkempt and uncared for
> ➢ change their eating habits
> ➢ have difficulty in making or sustaining friendships
> ➢ appear fearful
> ➢ be reckless with regard to their own or other's safety
> ➢ self-harm
> ➢ frequently miss school, arrive late or leave the school for part of the day
> ➢ show signs of not wanting to go home
> ➢ display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
> ➢ challenge authority
> ➢ become disinterested in their school work
> ➢ be constantly tired or preoccupied
> ➢ be wary of physical contact
> ➢ be involved in, or particularly knowledgeable about drugs or alcohol
> ➢ display sexual knowledge or behaviour beyond that normally expected for their age
> ➢ acquire gifts such as money or a mobile phone from new 'friends'.

d) Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of 'it could happen here'

> ➢ in an emergency take the action necessary to help the child, if necessary call 999
> ➢ report your concern as soon as possible to the DSL, definitely by the end of the day
> ➢ do not start your own investigation
> ➢ share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family

➢ complete a record of concern
➢ seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare:
There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way. Staff should always use SIMS to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below (pupil disclosures). Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

If a pupil discloses to you:
It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL**. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupil staff will:

➢ allow them to speak freely
➢ remain calm and not overreact
➢ give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
➢ not be afraid of silences
➢ **under no circumstances** ask investigative or leading questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
➢ at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
➢ not automatically offer any physical touch as comfort
➢ avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
➢ tell the pupil what will happen next
➢ report verbally to the DSL even if the child has promised to do it by themselves
➢ complete the **record of concern form** and hand it to the DSL as soon as possible
➢ seek support if they feel distressed.

e) Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a

concern, suspicion or disclosure.

At Ribblesdale High School, our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Parents must ensure that the school has at least TWO emergency contacts for their child

f) Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and out of respect for staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2018)*, emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Information sharing decisions will be recorded, whether or not the decision is taken to share. Record of concern forms and other written information are stored in a double locked facility. Child protection information is stored separately from the pupil's school file. The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher or DSL. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

g) Early Help (see Appendix 4 for external Early Help Services)

The early indications of children requiring specific support are served by a number of school-based provision and referrals and access to external early help services.

School-based provision:

➢ Counselling

➢ Pastoral Support – including 1:1 Pastoral Mentoring

➢ Anger Management

> ➢ CAF leadership and review

h) Referral to Children's Social Care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

i) Reporting directly to Child Protection Agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with the Multi Agency Safeguarding Hub if:

> ➢ the situation is an emergency and the Designated Safeguarding Lead, their Deputy, the Headteacher and the Chair of Governors are all unavailable
> ➢ they are convinced that a direct report is the only way to ensure the pupil's safety
> ➢ for any other reason they make a judgement that direct referral is in the best interests of the child.

7   Peer on Peer Abuse (bullying), Sexual Violence & Sexual Harassment between Children

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Ribblesdale High School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

> ➢ is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
> ➢ is of a serious nature, possibly including a criminal offence
> ➢ raises risk factors for other pupils in the school
> ➢ indicates that other pupils may have been affected by this pupil
> ➢ indicates that young people outside the school may be affected by this pupil

At Ribblesdale High School we will support the victims and perpetrators of peer on peer abuse in accordance with the implementation of the Behaviour Policy and the Anti-bullying Policy. Where potentially, a crime has been committed the school will report directly to the police. Where a parent or carer has already reported an incident to the police, the school will contribute according to the requirements and expectations laid down by them.

8   Online Safety

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online. Through training, all staff members will be made aware of the following:

> ➢ Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
> ➢ The procedure to follow when they have a concern regarding a pupil's online activity
> ➢ The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material
> ➢ The use of mobile phones by staff and pupils is closely monitored by the school in line with the school's Code of Conduct policy
> ➢ The school will ensure that the use of filtering and monitoring systems does not cause 'over blocking' which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

9   Sexting

In cases of 'sexting' we follow guidance given to schools and schools by the UK Council for Child Internet Safety (UKCCIS), see appendix 5.

The school's Online Safety Policy outlines how the school manages pupil's use of their own devices.

10   Children with Sexually Harmful Behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

11   Sexual Exploitation of Children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys

or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Indicators of Child Sexual Exploitation may include:

➤ Acquisition of money, clothes, mobile phones, etc. without plausible explanation
➤ Gang-association and/or isolation from peers/social networks
➤ Exclusion or unexplained absences from school, school or work
➤ Leaving home/care without explanation and persistently going missing or returning late;
➤ Excessive receipt of texts/phone calls
➤ Returning home under the influence of drugs/alcohol
➤ Inappropriate sexualised behaviour for age/sexually transmitted infections
➤ Evidence of/suspicions of physical or sexual assault
➤ Relationships with controlling or significantly older individuals or groups
➤ Multiple callers (unknown adults or peers)
➤ Frequenting areas known for sex work
➤ Concerning use of internet or other social media
➤ Increasing secretiveness around behaviours
➤ Self-harm or significant changes in emotional well-being.

12 County Lines Exploitation

County Lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or 'deal lines'. It involves Child Criminal Exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County Lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

13 Honour-Based Violence & Female Genital Mutilation

'Honour-Based' Violence (HBV) 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 HBV are abuse. FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons.

Risk factors for FGM include:

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

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period. A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school or school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs.

14   Radicalisation, Extremism & The Prevent Duty

The Government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism. School staff receive training to help to identify signs of extremism; PREVENT. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2016).

The 'Prevent Duty'
As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.
Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they

may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

➢ showing sympathy for extremist causes

➢ glorifying violence, especially to other faiths or cultures

➢ making remarks or comments about being at extremist events or rallies outside school

➢ evidence of possessing illegal or extremist literature

➢ advocating messages similar to illegal organisations or other extremist groups

➢ out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

➢ secretive behaviour

➢ online searches or sharing extremist messages or social profiles

➢ intolerance of difference, including faith, culture, gender, race or sexuality

➢ graffiti, art work or writing that displays extremist themes

➢ attempts to impose extremist views or practices on others

➢ verbalising anti-Western or anti-British views

➢ advocating violence towards others.

15   Children Missing in Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation. We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

➢ Staff who understand what to do when children do not attend regularly
➢ Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
➢ Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
➢ Procedures to inform the local authority when we plan to take pupils off-roll when they:
    o leave school to be home educated
    o move away from the school's location
    o remain medically unfit beyond compulsory school age
    o are in custody for four months or more (and will not return to school

afterwards); or
o are permanently excluded.

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

Attendance, absence and exclusions are closely monitored at Ribblesdale High School. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

16   Looked After Children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's Virtual Head for children in care.

17   Private fostering arrangements

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. School staff should notify the Designated Safeguarding lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA.

18   Children Staying with Host Families

The School may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during

school terms and we will work with the local authority to check that such arrangements are safe and suitable. In such circumstances the school follows the guidance in Annex E of *Keeping Children Safe in Education (2018)* to ensure that hosting arrangements are as safe as possible.

19   Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include the following:
•   Household debt
•   Rent arrears
•   Domestic abuse
•   Anti-social behaviour
•   Any mention of a family moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

20   Operation Encompass

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness a domestic abuse incident. Domestic abuse impacts on children in a numbers of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to address this situation. It is the implementation of a key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity to engage with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.
Following the report of an incident of domestic abuse, by 9:10am on the next school day, the school's Key Adult (DSL) will be informed that the child or young person has been involved in a domestic incident. This knowledge, given to schools through Operation Encompass, allows the provision of immediate early intervention through silent or overt support dependent upon the needs and wishes of the child.
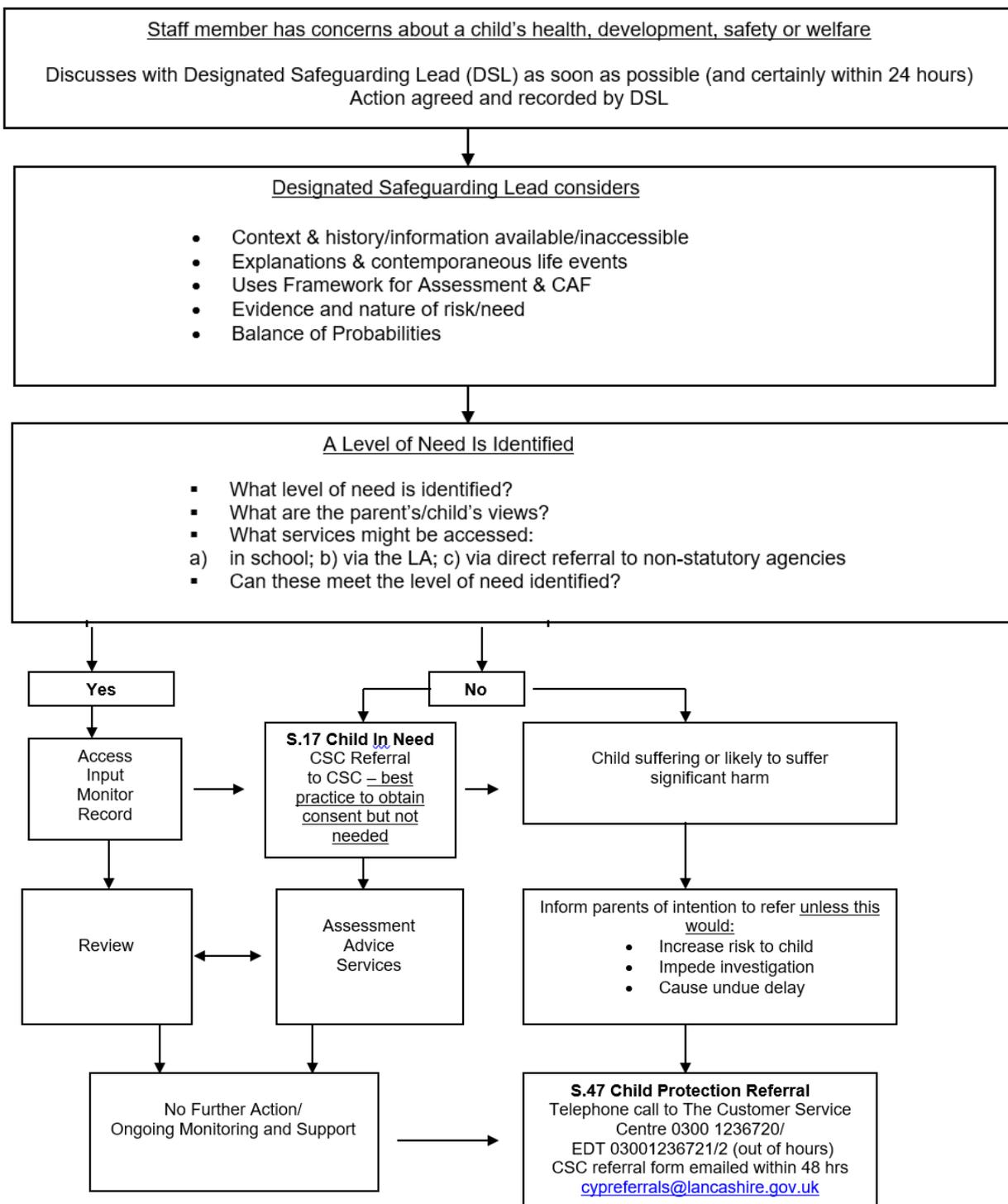
The purpose and procedures in Operation Encompass have been shared with all parents and Governors, is detailed as part of the school's Child Protection Policy and published on our school website.

For more information, please visit https://www.operationencompass.org

Governors Reviewed: June 2018
Next Review Date: June 2019

APPENDIX 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL

Staff member has concerns about a child's health, development, safety or welfare

Discusses with Designated Safeguarding Lead (DSL) as soon as possible (and certainly within 24 hours)
Action agreed and recorded by DSL

Designated Safeguarding Lead considers

- Context & history/information available/inaccessible
- Explanations & contemporaneous life events
- Uses Framework for Assessment & CAF
- Evidence and nature of risk/need
- Balance of Probabilities

A Level of Need Is Identified

- What level of need is identified?
- What are the parent's/child's views?
- What services might be accessed:
a) in school; b) via the LA; c) via direct referral to non-statutory agencies
- Can these meet the level of need identified?

Yes

No

Access
Input
Monitor
Record

S.17 Child In Need
CSC Referral
to CSC – best
practice to obtain
consent but not
needed

Child suffering or likely to suffer
significant harm

Review

Assessment
Advice
Services

Inform parents of intention to refer unless this
would:
- Increase risk to child
- Impede investigation
- Cause undue delay

No Further Action/
Ongoing Monitoring and Support

S.47 Child Protection Referral
Telephone call to The Customer Service
Centre 0300 1236720/
EDT 03001236721/2 (out of hours)
CSC referral form emailed within 48 hrs
cypreferrals@lancashire.gov.uk

APPENDIX 2: Risk Assessment 'Checklist'

- ❑ Does/could the suspected harm meet the LSCB definitions of abuse?
- ❑ Are there cultural, linguistic or disability issues?
- ❑ I am wrongly attributing something to impairment?
- ❑ Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- ❑ Are any injuries or incidents acute, cumulative, episodic?
- ❑ Did any injuries result from spontaneous action, neglect, or intent?
- ❑ Explanations consistent with injuries/behaviour?
- ❑ Severity and duration of any harm?
- ❑ Effects upon the child's health/development?
- ❑ Immediate/longer term effects?
- ❑ Likelihood of recurrence?
- ❑ Child's reaction?
- ❑ Child's perception of the harm?
- ❑ Child's needs, wishes and feelings?
- ❑ Parent's/carer's attitudes/response to concerns?
- ❑ How willing are they to cooperate?
- ❑ What does the child mean to the family?
- ❑ What role does the child play?
- ❑ Possible effects of intervention?
- ❑ Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- ❑ Familial strengths and weaknesses?
- ❑ Possibilities?
- ❑ Probabilities?
- ❑ When and how is the child at risk?
- ❑ How imminent is any likely risk?
- ❑ How grave are the possible consequences?
- ❑ How safe is this child?
- ❑ What are the risk assessment options?
- ❑ What are the risk management options?
- ❑ What is the interim plan?

APPENDIX 3: TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you *SHOULD*

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must pass this information on;
- Make sure that the child is okay;
- Make a careful record of what was said (see *Recording*).

You should NEVER

- Investigate or seek to prove or disprove possible abuse;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Senior Leader).
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc.?
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child…………] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;
- Think about what support **you** could access if faced with this kind of situation in school.

APPENDIX 4: Developing Early Help

East Locality	
Burnley	Sue Hopkinson, Tel: 07971845709
Pendle	Deb Cardwell, Tel: 07919227476
Rossendale	Gillian Lander, Tel: 07766803614
Hyndburn	Alison Lorente, Tel: 07836612403
Ribble Valley	Brian Wood, Tel: 07795222745
South Locality	
Preston	Christine Nuttall, Tel: 07887831189
Chorley	Joanne Latham, Tel: 07876844361
South Ribble	Joanne McGrath, Tel: 07817623290
West Lancashire	Laura Davidson, Tel: 07876 844365
North Locality	
Lancaster	Wenda Tyrer, Tel: 07795222729
Fylde	John Tully, Tel: 07824434355
Wyre	Andrea Sandiford, Tel: 01253741114

Appendix 5: Sexting

Sexting: how to respond to an incident

An overview for all teaching and non-teaching staff in schools and colleges

UKCCIS

UK COUNCIL FOR **CHILD INTERNET SAFETY**

This document provides a brief overview for frontline staff of how to respond to incidents involving 'sexting'.

All such incidents should be reported to the Designated Safeguarding Lead (DSL) and managed in line with your school's safeguarding policies.

The DSL should be familiar with the full 2016 guidance from the UK Council for Child Internet Safety (UKCCIS), *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People*, and should **not** refer to this document instead of the full guidance.

What is 'sexting'?

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as **the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18**. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving 'sexting' comes to your attention

Report it to your Designated Safeguarding Lead (DSL) immediately.

- **Never** view, download or share 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.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Do not** share information about the incident to 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.

If a 'sexting' incident comes to your attention, report it to your DSL. Your school's safeguarding policies should outline codes of practice to be followed.

For further information

Download the full guidance Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (UKCCIS, 2016) at www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis.

Appendix 6: Related Safeguarding policies

- ➢ Code of Conduct
- ➢ Behaviour Policy
- ➢ Bullying Policy
- ➢ Safe Working Practice
- ➢ Whistleblowing
- ➢ SEN
- ➢ Confidentiality and Information Sharing
- ➢ Transgender Policy
- ➢ Visitors Policy
- ➢ Online Safety Policy