# Child Protection Policy

Revision and Terminology

Please refer to the Policies Review Schedule, or in line with any changes in regulations.

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INTRODUCTORY NOTE

This Policy is designed to assist Teikyo in meeting its obligations under Part 3, Paragraphs 7 and 8 of the Education (Independent School Standards) Regulations 2014 (ISSRs), and the National Minimum Standards for Boarding Schools. All of these require schools to have arrangements in place to safeguard and promote the welfare of children in the School.

Paragraphs 7 and 8 of the ISSRs state that arrangements to safeguard and promote the welfare of students at the School (including boarders) must have regard to any guidance issued by the Secretary of State. The Department for Education guidance to which schools must have regard to is:

- Keeping Children Safe in Education (September 2018) (KCSIE):
    - KCSIE incorporates the additional statutory guidance Disqualification under the Childcare Act 2006 (June 2016).
    - KCSIE also refers to the non-statutory advice for practitioners: What to do if you are worried a child is being abused (March 2015).
- Working Together to Safeguard Children (March 2015) (WT):
    - WT refers to the non-statutory advice: Information sharing (March 2015).
- The Revised Prevent duty guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
    - The Revised Prevent duty: Departmental advice for schools and childminders (June 2015).
    - The use of social media for on-line radicalisation (July 2015).

DRAFTING AND EXPLANATORY NOTE

This Policy should be read in conjunction with the accompanying **Child Protection and Safeguarding Policy Regulatory Checklist.** Where a numbered footnote appears in the Model Policy, this refers to a corresponding note in the accompanying Regulatory Checklist. Where the references in the regulatory checklist are colour coded, these refer to statutory guidance.

KEY EXTERNAL CONTACT DETAILS

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| Local Authority Designated Officer | TEL: 01296 382070<br><br>EMAIL: secure-LADO@buckscc.gcsx.gov.uk |
| Multi-Agency Safeguarding Hub | TEL: 01296 383962<br><br>EMAIL: secure-cy.pfirstresponse@buckscc.gcsx.gov.uk |
| Support and Advice about Extremism | **Police**<br><br>EMERGENCY: 999<br><br>NON EMERGENCY NUMBER: 101<br><br>EMAIL: IverStokePogesWexhamNHPT@thamesvalley.pnn.police.uk<br><br>**Local Authority**<br><br>TEL: 0800 137915 Adults – 01296 383962 Children<br><br>EMAIL: safeguardingadults@buckscc.gov.uk<br><br>cy.pfirstresponse@buckcc.gov.uk<br><br>PREVENT LEAD: preventreferrals@thamesvalley.pnn.police.uk<br><br>**Department for Education**<br><br>NON EMERGENCY NUMBER: 020 7340 7264<br><br>EMAIL: counter.extremism@education.gsi.gov.uk |
| NSPCC whistleblowing advice line | ADDRESS: Weston House, 42 Curtain Road London<br><br>EC2A 3NH<br><br>TEL: 0800 028 0285 |

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| | EMAIL: help@nspcc.org.uk |
| Disclosure and Barring Service | ADDRESS: PO Box 181, Darlington, DL1 9FA<br><br>TEL: 01325 953795<br><br>EMAIL: dbsdispatch@dbs.gsi.gov.uk |
| National College for Teaching and Leadership | ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH<br><br>TEL: 0207 593 5393<br><br>EMAIL: misconduct.teacher@education.gov.uk |
| OFSTED Safeguarding Children | TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm)<br><br>EMAIL: Whistleblowing@ofsted.gov.uk |

KEY SCHOOL CONTACT DETAILS

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|---|---|
| Governors | **Chair of Governors**<br><br>Mr Y OKINAGA<br><br>TEL: 03 3964 9847<br><br>**Nominated Safeguarding Governor**<br><br>Mr NAKATANI<br><br>TEL: 020 7577 1723<br><br>EMAIL: tomoki.nakatani@uk.mufg.ip |

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|---|---|
| Designated Safeguarding Leads (DSLs) | **DSL for the School (Japanese)**<br><br>Wakako YACHIDATE<br><br>TEL: 01753 663712<br><br>EMAIL: wakako.yachidate@teikyofoundation.com<br><br>**DSL for the School (English)**<br><br>Dean SIMPSON<br><br>TEL: 01753 663756<br><br>EMAIL: dean.simpson@teikyofoundation.com |
| Designated Teachers for Looked After Children | N/A |
| Head | Tadashi NAKAYAMA<br><br>TEL: 01753 663712<br><br>EMAIL: tadashi.nakayama@teikyofoundation.com |

## 1. POLICY STATEMENT

This policy applies to Teikyo School UK ("the School"). This policy is reviewed and updated annually (as a minimum) and is available on the School website.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2018) ('KCSIE'):
  - disqualification under the Childcare Act 2006 (June 2016);
  - what to do if you're worried a child is being abused: advice for practitioners (March 2015);
  - Working Together to Safeguard Children (March 2015);
    - information sharing: advice for practitioners providing safeguarding services (March 2015);
    - revised Prevent Duty Guidance for England and Wales (July 2015);
      - The Prevent Duty: Departmental advice for schools and childminders (June 2015);

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

This policy also takes into account the procedures and practice of Buckinghamshire County Council as part of the inter-agency safeguarding procedures set up by the Bucks Safeguarding Children Board.

## 2. CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the student and take action to enable all students to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

The School has arrangements for listening to children and providing early help. Details of these arrangements through the pastoral care offered by Home Room teachers, Teaching Staff, and Boarding Staff.

Definitions of Safeguarding and Types and Signs of Abuse:

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

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse;
- emotional abuse;
- sexual abuse; and/or;
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- listen carefully;
- avoid asking leading questions;
- reassure the individual that the allegation/complaint will be taken seriously;

- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded in writing. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it.

Where there is a safeguarding concern, the School will ensure the student's wishes and feelings are taken into account when determining what action to take and what services to provide. The School manages this by regular meetings with the Home teacher, the School Welfare Officer, and the School Counsellor. The School operates its processes with the best interests of the student at their heart.

Early Help

All staff are expected to identify when a child may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life.

In the first instance, staff who consider that a student may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Safeguarding Children Board referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the student's situation does not appear to be improving.

What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals

to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is seen as at risk of radicalisation.

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or Bucks County Council, submitting a referral form to MASH or call them directly. Advice and support can also be sought from children's social care.

The School, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and DDSL and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. What staff should do if a child goes missing from education.

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are the *Missing Student Policy and Procedure* (JP).

The School will report to Bucks County Council a student who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

What staff should do if they have concerns about another staff member

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer(s) at Bucks County Council. Staff may consider discussing any concerns with the School's DSL and make any referral via them.

What staff should do it they have concerns about safeguarding practices in the School

The School aims to ensure there is a culture of safety and raising concerns and an attitude of it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's whistleblowing procedures. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

## 3. ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Peer-on-peer abuse is abuse by one or more students against another student. It can manifest itself in many ways and can include sexting, sexual assault and gender-based issues. Peer-on-peer abuse should never be dismissed as "banter" or "part of growing up". The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse.

Where an issue of student behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the local authorities on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged victim and perpetrator. If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the local authority, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the local authority and/ or the Police as appropriate.

In the event of disclosures about student-on-student abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by staff and support from external agencies will be sought, as appropriate.

## 4. ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and Local Child Safeguarding Board arrangements and applies when staff (including volunteers) have (or are alleged to have):

- behaved in a way that has harmed a student, or may have harmed a student;
- possibly committed a criminal offence against or related to a student; or
- behaved towards a student in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should also be referred to the Police.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head OR to the DSL. If an allegation is reported to the DSL, the DSL will keep the Head informed. Where the Head OR DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors or school proprietor. Where the Head OR DSL is the subject of the allegation or concern, the Head OR DSL must not be informed of the allegation prior to contact with the Chair of Governors or school proprietor and designated officer. Where the Head is the sole proprietor, allegations should be reported directly to the designated officer. However, staff may consider discussing any concerns with the DSL and make may any referral via them.

2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.

5. Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.

6. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

7. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or National College for Teaching and Learning should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the National College for Teaching and Leadership and a prohibition order may be appropriate because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.

8. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a student who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a student.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

STAFF BEHAVIOUR POLICY / CODE OF CONDUCT

The School's *Staff Code of Conduct and Communications with Students Policy* can be found in the policies (P:) folder. The aim of this policy is to provide clear guidance about behaviour and actions so as to not place students or staff at risk of harm or of allegation of harm to a student.

## 5. SAFER RECRUITMENT

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary, and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors OR school proprietor and volunteers to work with children and young people is set out in the School's *Recruitment, Selection, and Disclosures Policy and Procedure*.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or students themselves, are suitable and appropriate supervised is set out in this policy.

## 6. MANAGEMENT OF SAFEGUARDING

The School's Designated Safeguarding Leads are members of the Senior Management Team.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the governors OR proprietor to review and update the School's safeguarding policy. Where a student leaves the School, the DSL will also ensure their child

protection file is transferred to the new school (separately from the main student file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

During term time, the DSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements communication through the School email system and the DSL's School mobiles.

Full details of the DSL's role can be found at Annex B of KCSIE.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

TRAINING

Induction and training are in line with advice from Bucks County Council.

All Staff

All new staff will be provided with induction training that includes:

- the child protection policy, including information about the identity and role of the DSL(s);
- the staff code of conduct OR behaviour policy including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/ student relationships and communications including the use of social media;
- a copy of Part 1 of KCSIE;
- School leaders and staff who work directly with children will also be required to read Annex A of KCSIE.

Copies of the above documents are provided to all 'staff' during induction.

Temporary staff and volunteers are DBS checked and suitable references obtained provided with child protection training.

All staff are also required to:

- read Part One of KCSIE (and Annex A for all staff in direct contact with students)and confirm that they have done so. Each time Part One of KCSIE is updated by the Department for Education, staff will be updated on the changes via a copy of the updated document;
- understand key information contained in Part One of KCSIE. The School will ensure staff understanding by a briefing of the document;

- receive training in safeguarding and child protection regularly, in line with advice from Bucks County Council;
- undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, and staff meetings.

## 7. DSL(s)

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and training in Bucks County Council's approach to Prevent duties. Further details of the required training content for the DSL are set out in Annex B of KCSIE.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

## 8. OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

There is a Governor designated to take a lead in relation to responsibility for the safeguarding arrangements in the School.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

## 9. THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The school proprietor ensures that all students are taught about safeguarding, including online, through the curriculum and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching students about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the

internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's curriculum and also embedded in PSHE and sex and relationships education.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online The School's systems are controlled by our third part ICT contractor. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm.  Looked after children

The school proprietor ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable.  The School's responsibility to students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School.  This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.  In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee.

**APPENDIX 1 -SIGNS AND TYPES OF ABUSE**

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

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

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

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: 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.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child Sexual Exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

So Called 'Honour Based' Violence: 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.

Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different

faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Special Educational Needs and/or Disabilities: students with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Children who go missing from school: A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the School's *Missing Student Policy and Procedure*. All unexplained absences will be followed up in accordance with this Policy.

The School shall inform the local authority of any student who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (student Registration) (England) Regulations 2006 (as amended).

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority of any student who fails to attend School regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority. Action should be taken in accordance with this policy if any absence of a student from the School gives rise to a concern about their welfare.