



**Penistone Grammar School**

Policy Statement:  
**Safeguarding/Child  
Protection Policy**

**Never Stop Flying**

**February 2021**

1.	Aims, Purpose and Principles, including Definitions and Legal Framework	3
2.	School Designated Safeguarding Lead	8
3.	Designated Safeguarding Governor	11
4.	Recruitment	13
5.	Volunteers	14
6.	Induction and Training	14
7.	Dealing with Concerns	14
8.	Safeguarding in School	15
9.	Photographing Children	16
10.	Confidentiality	16
11.	Conduct of Staff	16
12.	Physical Contact and Restraint	17
13.	Allegations Against Members of Staff	17
14.	Before and after School Activities	18
15.	Contracted Services	18
16.	Provision to Help Pupils Stay Safe	18
17.	Implementation, Monitoring and Review	18
18.	Parents and Carers	19
	Appendix 1	20-44

This policy has been written in consultation with staff, students and Governors. It was reviewed in February 2021 and has been approved for implementation by the School Safeguarding Lead, and the Governing Body on the date as signed below.



Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*

**AIMS OF THIS POLICY**

- To ensure that children are effectively safeguarded from the potential risk of harm at Penistone Grammar School ALC and that the safety and wellbeing of the children is of the highest priority in all aspects of the school’s work.
- To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

**PURPOSE OF THIS POLICY**

To ensure that all members of the school community:

- are aware of their responsibilities in relation to safeguarding and child protection.
- know the procedures that should be followed if they have a cause for concern.
- know where to go to find additional information regarding safeguarding.
- are aware of the key indicators relating to child abuse.
- fully support the school’s commitment to safeguarding and child protection.

The school Child Protection Policy should also be read in conjunction with ‘Working Together to Safeguard Children April 2013’ and the ‘Keeping Children Safe in Education September 2019’.

**1. Aims, Purpose and Principles, including Definitions and Legal Framework**

**Definitions**

- 1.1 The terms “children” and “child” refer to anyone under the age of 18.
- 1.2 For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:
- Protecting pupils from maltreatment.
  - Preventing the impairment of pupils’ health or development.
  - Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
  - Taking action to enable all pupils to have the best outcomes.
- 1.3 For the purposes of this policy, the term “harmful sexual behaviour” includes, but is not limited to, the following actions:
- Using sexually explicit words and phrases
  - Inappropriate touching
  - Sexual violence or threats
  - Full penetrative sex with other children or adults
- 1.4 In accordance with the DfE’s guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’ (2018), and for the purposes of this policy, the term “sexual harassment” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.
- 1.5 For the purpose of this policy, the term “sexual violence” encompasses the definitions provided in the



Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

- 1.6 For the purposes of this policy, “upskirting” refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.
- 1.7 The term “teaching role” is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Principal to provide such direction and supervision.

### Legal framework

- 1.8 This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

#### 1.9 Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019

#### 1.10 Statutory guidance

- HM Government (2013) ‘Multi-agency practice guidelines: Handling cases of Forced Marriage’
- HM Government (2020) ‘Multi-agency statutory guidance on female genital mutilation’
- DfE (2018) ‘Working Together to Safeguard Children’
- DfE (2015) ‘The Prevent duty’
- DfE (2021) ‘Keeping children safe in education (2020)’
- DfE (2018) ‘Disqualification under the Childcare Act 2006’

#### 1.11 Non-statutory guidance

- DfE (2015) ‘What to do if you’re worried a child is being abused’
- DfE (2018) ‘Information sharing’
- DfE (2017) ‘Child sexual exploitation’
- DfE (2018) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2020) ‘Recruit teachers from overseas’
- DfE (2020) ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’



1.12 The school places due regard and attention to all of the above.

### 1.13 Principles

1.14 Section 175 and 157 of the Education Act 2002 gives maintained schools and academies a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State<sup>1</sup> at all times, in particular the 'Keeping Children Safe in Education' guidance.

1.15 This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse concerns when they arise.

1.16 We believe that every child and young person has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

1.17 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

1.18 The school adopts an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

1.19 Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

1.20 In our school, if there are suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, appropriate action will be taken in accordance with the Child Protection procedures issued by Barnsley Safeguarding Children Board ([www.safeguardingchildrenbarnsley.com](http://www.safeguardingchildrenbarnsley.com)).

1.21 As a consequence, we:

- Assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process.
- Accept totally that safeguarding children is required and is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- Recognise that safeguarding children in this school is a responsibility for all staff (as set out in the Teaching Standards 2012), including volunteers, and the Governing body.
- Will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm and know how to report concerns or suspicions.
- Will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies; (Designated Safeguarding Lead).
- Will ensure staff know how to identify students who require Early Help and how to alert the Head of Pastoral Care and DSL/DEPUTY to support them.
- As well as training on induction, all staff will receive safeguarding and child protection updates at least

Page 5 of 56

Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*



annually and that the DSL/DEPUTY will have formal training bi-annually and updates at least annually.

- The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).
- 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.
- Recognising the above, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- 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/DEPUTY or deputy DSL/DEPUTY.
- Will ensure members of staff are aware of and have read part one of the ‘Keeping Children Safe in Education’ guidance through staff training, CPD events and regular staff briefings.
- Will ensure staff are aware of honour based violence, that it is a violent crime or incident which may have been committed to protect or defend the honour of the family or community, and how to recognize signs of HBV.
- Will ensure staff are aware that children with SEN and disabilities are more likely to be abused or neglected and therefore require extra vigilance to ensure they can be safe and prosper.
- Will ensure (through the Designated Safeguarding Lead) that all staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Board (BSCB).
- Will share our concerns with others who need to know, and assist in any referral process;
- Will ensure that all members of staff and volunteers who have a suspicion or concern that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead, who will refer on to Children’s CSCS Assessment and Joint Investigation Service in accordance with the procedures issued by Barnsley Safeguarding Children Board.
- Safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies.
- Will ensure if staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL/DEPUTY and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.
- Will ensure where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.
- Will ensure the DSL/DEPUTY 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.
- Will ensure staff members who suspect a pupil may be vulnerable to, or involved in, county lines



criminal activity will immediately report all concerns to the DSL/DEPUTY.

- Will ensure pupils with a family member in prison will be offered pastoral support as necessary.
- Will ensure pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.
- Will ensure that staff are aware of contextual safeguarding. Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL/DEPUTY and their deputy(s), will always consider the context of incidents.
- Will ensure that all staff recognise the signs of radicalisation and report it immediately to the DSL/DEPUTY.
- Will remain responsible for a pupil's welfare during their time at an alternative provider.
- Will ensure that if a student goes on work experience that the provider has appropriate safeguarding policies and procedures in place.
- Will, where the school becomes aware of a pupil being privately fostered, notify the LA as soon as possible to allow the LA to conduct any necessary checks.
- Will ensure when we have students visiting on foreign exchange programmes that all relevant checks have been completed. Equally, when students are staying with host families abroad this will also have been checked in advance in line with our safeguarding policy. ensure staff are aware that if a child is in immediate danger or is at risk of harm, a referral should be made to children's CSCS and/or the police immediately.
- Ensure that staff are aware of peer on peer abuse.
- Will ensure through training at the beginning of every academic year that all staff are aware of the Child Protection Procedures established by Barnsley Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them.
- Will ensure through the recruitment and selection of volunteers, including Governors, and paid employees that all people who work in our school are suitable to work with children.
- Will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.
- Ensure that all reports are made in writing and recorded through the 'Cause for Concern' form.
- Ensure that staff are aware that if during their work in the profession they discover that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the Safeguarding Lead and police immediately.
- ensure that staff are aware that safeguarding issues are rarely standalone events that can be covered by one definition or label.

1.22 All of the above principles are further developed, including trigger behaviours, signs of concern, examples and current local and national issues in the training for staff which takes place annually and revisited throughout the year.

## 2 Designated Safeguarding Lead in School

2.1 The Designated Safeguarding Lead for safeguarding and child protection in this school is: Adam Gillett



Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*

# Safeguarding/Child Protection Policy

Review Date: February 2021

- 2.2 In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Lead: Elizabeth Howard.
- 2.3 The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors when they may have child protection concerns to discuss.
- 2.4 The school recognises that:
- The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
  - All members of staff (including volunteers) must be made aware of who this person is and what their role is.
  - The Designated Safeguarding Lead and Deputy will act as a source of advice and coordinate action within the school over child protection cases.
  - The Designated Safeguarding Lead or Deputy will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
  - They should possess skills in recognising and dealing with child welfare concerns.
  - Appropriate training and support should be given.
  - The Designated Safeguarding Lead or Deputy is the first person to whom members of staff report concerns.
  - The Designated Safeguarding Lead or Deputy is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB.
  - The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff, unless the Designated Safeguarding Lead is also the Principal.
  - The Designated Safeguarding Lead or Deputy will also ensure that the school is represented at Child Protection Conferences and that the required reports are written and available within the appropriate timescales as prescribed by Barnsley Safeguarding Children Board and discussed with families in advance of Conference.
  - The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- 2.5 To be effective they will:
- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding a request for service by liaising with Children’s CSCS and other relevant agencies over suspicions that a child may be suffering harm.
  - Cascade via training any safeguarding advice and guidance issued by Barnsley Safeguarding Children Board and other sources to members of staff.
  - Where they have concerns that a request for service has not been dealt with in accordance with the child protection procedures, they can discuss this with the Head of Safeguarding and Welfare/members of the Safeguarding Unit and consider what needs to happen next.
  - Ensure each member of staff and volunteers at the school, and regular visitors (such as Education





Welfare Officers, trainee teachers and supply teachers) are aware of and can access readily the Child Protection and Safeguarding Policy.

- Liaise with the Principal to inform him of any safeguarding issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection to ensure this takes place.
- Be able to keep detailed accurate secure written records of referrals/concerns and ensure that these are held in a secure place.
- Ensure parents are aware of the Child Protection Policy in order to alert them to the fact that the school may need to make referrals of concerns to Children's CSCS.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15-day national requirement, separately from the main file, and addressed to the Designated Safeguarding Lead for child protection. Wherever possible, this should include a face to face discussion and handover of the records.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for children missing education. The Local Authority should also be informed if a parent is considering elective home education so the relevant checks can be completed. Referrals regarding Elective Home Education and Children Missing Education should be made to the Education Welfare Service. 3
- The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- Be available during core school hours, or ensure the Deputy or Principal are available in case of not being available.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.

2.6 The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case. (Training is every two years.)
- Have a working knowledge of how Barnsley Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, to enhance the implementation of the Child Protection Plan.
- Attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated Safeguarding Lead immediately.

2.7 The Principal also has a duty to:



- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide 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, and the identity of the DSL/DEPUTY and any deputies.

## 2.8 Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL/DEPUTY.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the annual training.
- Challenge senior leaders over any safeguarding concerns, where necessary.

## 3 Designated Governor

The Designated Governor for Safeguarding at this school is: **Vicky Doolan**.

- 3.1 Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.
- 3.2 The Governors will ensure that the designated member of staff for safeguarding is given sufficient time to



carry out his or her duties, including accessing training.

3.3 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school.
- Hold a termly monitoring meeting with the designated safeguarding lead with an agreed focus.
- Members of staff and volunteers are aware of current child protection practices and that staff receive training where appropriate.
- Child protection is integrated into the school induction procedures for all new members of staff and volunteers and supply staff.
- The school follows the procedures agreed by Barnsley Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- All staff, volunteers etc will be vetted to ensure that only persons suitable to work with children shall work in the school.
- Where safeguarding concerns about a member of staff are raised, appropriate action will be taken in line with BSCB Allegations against Staff Procedures and BMBC Disciplinary Procedures and DfE guidance Dealing with Allegations of Abuse against teachers and other staff. Guidance for Local Authorities, Principals, School Staff, Governing Bodies and Proprietors of Independent Schools (October 2012).

3.4 The Governing Body has a duty to –

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance ‘Working Together to Safeguard Children’.
- Confirm that the school’s safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the school’s policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Principal or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL/DEPUTY as an explicit part of the role-



holder's job description.

- Appoint one or more deputy DSL/DEPUTY(s) to provide support to the DSL/DEPUTY and ensure that they are trained to the same standard as the DSL/DEPUTY and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL/DEPUTY.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting preemployment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.



- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

## 4 Recruitment

- 4.1 In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.
- 4.2 We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education", in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:
- Identity checks to establish that applicants are who they claim to be e.g. having sight of an applicant's birth certificate, passport and/or driving licence.
  - Academic qualifications, to ensure that qualifications are genuine.
  - Professional and character references prior to offering employment.
  - Satisfy conditions as to health and physical capacity.
  - Previous employment history will be examined and any gaps accounted for.
  - DBS Checks will also be completed.
  - The process should also confirm that the Preventing Illegal Working Declaration of Entitlement to Work in the UK is completed.



Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*

## 5 Volunteers

- 5.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with BMBC Recruitment Policy.
- 5.2 'Working with Volunteers' policy is in place and WWV1 forms are used for all volunteers working within school.

## 6 Induction and Training

- 6.1 All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse, child protection concerns within the appropriate levels of confidentiality.
- 6.2 All new staff at the school will receive child protection information.
- 6.3 All staff will be expected to attend training on safeguarding children and this will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training and new staff will also as part of their induction, complete the online safeguarding training which can be accessed via [www.safeguardingchildrenbarnsley.com](http://www.safeguardingchildrenbarnsley.com). The school will ensure attendance at this training is recorded.
- 6.4 All Staff will attend refresher training annually by the DSL/DEPUTY, and the Designated Safeguarding Lead will receive external safeguarding training every two years.
- 6.5 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to safeguarding children and the procedures they must follow.
- 6.6 All adults are required to attend safeguarding training. Attendance at school training will also be open to parent helpers, volunteers, extended schools providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Board website.

## 7 Dealing with Concerns

- 7.1 It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm.
- 7.2 Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded using the school's Cause for Concern documentation.
- 7.3 A Cause for Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child.
- 7.4 All causes for concern must be recorded on the Cause for Concern record and must be passed to the Designated Safeguarding Lead immediately, either in person or via the online recording system.
- 7.5 The Designated Safeguarding Lead will decide on the appropriate actions, completing the section 'For designated teacher use' on the Cause for concern form. The record is kept on the Student Drive and is monitored and updated frequently.
- 7.6 The Designated Safeguarding Lead will consider if the issue needs to be passed to Children's Assessment and Joint Investigation Team for further action via a telephone conversation and the Request for a Service procedure.



- 7.8 A student can also be referred to the Head of Pastoral Care for further support. This support may include:
- Coordinating external agency involvement.
  - Regular one to one mentoring sessions.
  - Referral to the school counsellor.
  - Positive Handling Form.
  - Tracking of any siblings.
  - Make relevant staff aware that the file has been raised.
- 7.9 All discussions, telephone calls and meetings in relation to the child/young person must be recorded on the Student Drive.
- 7.10 The Designated Safeguarding Lead and other appropriate professionals will hold a weekly meeting to discuss and review all live and dormant records (the Referral Meeting). The Designated Safeguarding Lead will then be able to:
- monitor that the agreed actions have taken place
  - assess the impact of the actions and the progress being made
  - agree the next steps
  - quality assure the written records
  - collate a report for the Governing body outlining the level of child protection concerns and work being undertaken
  - ensure that clear actions are followed up where there is a Child Protection Plan in place and the outcomes are monitored.
  - Ensure school is represented at Core Groups and Conferences
- 7.11 The documentation for each child/young person must be stored in a secure place.

## 8 Safeguarding in School

- 8.1 As well as ensuring that child protection concerns are addressed, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.
- 8.2 To this end, this policy must be seen in conjunction with the school's policies on:
- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
  - Anti-Bullying Policy; the school will also ensure that bullying and racial harassment is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying, peer on peer issues or where there appear to be links to domestic abuse in the family home. Incidents of bullying will be investigated, recorded through the Cause for Concern Process and reported to the Local Authority on the electronic recording system.
  - Safe recruitment
  - Code of conduct for staff
  - Confidentiality
  - Behaviour and discipline
  - Health & Safety
  - Physical Intervention - managing challenging behaviour
  - Allegations against members of staff



- E-safety
- Whistle Blowing
- Visitors policy
- Induction policy
- Information sharing policy
- Supervision Policy
- Children Missing Education

## 9 Photographing Children

- 9.1 We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.
- 9.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.
- 9.3 We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.
- 9.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.
- 9.5 The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.
- 9.6 At the start of each academic year parental consent to the taking and use of photographs and videos will be updated for each pupil
- 9.7 The allowing of photographs and videos will be at the discretion of the Principal.

## 10 Confidentiality and Information Sharing

**(refer to the School Confidentiality and Information Sharing Policy)**

- 10.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.
- 10.2 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.
- 10.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated Safeguarding Lead.

## 11 Conduct of Staff

- 11.1 The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.





- 11.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:
- working alone with a child
  - physical interventions
  - cultural and gender stereotyping
  - dealing with sensitive information
  - giving to and receiving gifts from children and parents
  - contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
  - disclosing personal details inappropriately
  - meeting pupils and families outside school hours or school duties
- 11.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action
- 11.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Penistone Grammar School ALC. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures in line with the code of conduct signed by all staff.
- 11.5 An agreed Whistle Blowing policy in relation to safeguarding (appendix 1) to supplement to BMBC corporate policy has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.
- 11.6 There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:
- To their Student Support Officer or Head of Pastoral Care.
  - Through encouragement to discuss issues at school assemblies
  - Via the school committee meetings
  - Student Voice.
  - Prefects Voice.
  - An open approach to discussing issues with staff

## 12 Physical Contact and Restraint

- 12.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy (please see the Behaviour Policy)
- 12.2 Key staff have undertaken Team Teach training and interventions should be in accordance with the Team Teach principles. However, all staff can restrain students if they are putting themselves, others or property at harm.

## 13 Allegations against Members of Staff

- 13.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have: Possibly committed an offence against or related to a child
- Behaved in a way that has harmed or may have harmed a child
  - Behaved towards a child in a way which indicates s/he would pose a risk of harm if they worked regularly or directly with children.

- 13.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB.
- 13.3 The Associate Principal/Principal, rather than the designated member of staff, will handle such allegations, unless the allegation is against the Principal, when the chair of governors will handle the school's response.
- 13.4 The Principal/Associate Principal (or chair of governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.
- 13.5 The Principal should not investigate the concerns or discuss with the alleged perpetrator without having spoken to the LADO.

## 14 Before and after School Activities

- 14.1 Where the Governing Body transfers control of the use of the school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures in place, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

## 15 Contracted Services

- 15.1 Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

## 16 Provision to Help Pupils Stay Safe

- 16.1 Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at Penistone Grammar School ALC.

Students at Penistone are encouraged to engage with others in a safe and mutually respectful way. Our robust anti-bullying policy is reinforced regularly through assemblies and appropriate tutor time activities. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents, Student Support Officers, the Head of Pastoral Care and other members of the inclusion team.

Initiatives such as Prefects, Sports leaders and a Student Leadership Team, along with highly effective work with a large number of external agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.

## 17 Implementation, Monitoring, Evaluation and Review

- 17.1 All adults in school will receive a copy of the Safeguarding and Child Protection Policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings. Safeguarding and Child Protection will be a regular agenda item at Staff Team Meetings.
- 17.2 The effectiveness of the policy will be reviewed and evaluated by the Governing Body annually in light of any specific incidents or changes to local/national guidance.
- 17.3 The designated governor for safeguarding will monitor one aspect of the school's child protection work

termly and report back to the full governing body.

- 17.4 The Associate Principal will report on safeguarding matters through the termly report and safeguarding will be a standing item on the agenda at each full governing body meeting. The Associate Principal will also complete the Annual Principal's Safeguarding report which is submitted to the Local Authority after it has been agreed with the Governing Body.
- 17.5 Parents will be consulted via the parents' forum and pupils via student voice activities.

## 18 Parents and Carers

- 18.1 Parents and carers will be informed that they can have a paper copy of the Child Protection Policy on request.
- 18.2 The policy will also be available on the school website.
- 18.3 Schools should be proactive in their consultations and involvement with parents and carers where there are child protection concerns unless this would be prejudicial to the safety and wellbeing of the child/young person.



Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*

## Appendix 1 – Abuse and Neglect

### Abuse and neglect

This appendix provides information on how the school deals with specific cases of abuse and neglect.

- All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.
- All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.
- When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:
  - Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
  - Lack of concentration and acting withdrawn
  - Knowledge ahead of their age, e.g. sexual knowledge.
  - Use of explicit language
  - Fear of abandonment
  - Depression and low self-esteem
- All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.
- All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, from 'Keeping Children Safe in Education 2019' and the annual safeguarding training led by the DSL/DEPUTY.
- All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.
- Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

### Types of abuse and neglect

- **Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.
- **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
- **Sexual abuse:** A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.
- **Neglect:** A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or

Page 20 of 56

Signed as Approved..... on .....date  
(on behalf of the Governing Body)

Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school



emotional harm or ensure access to appropriate medical treatment.

### **Mental health**

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.
- Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.
- Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.
- Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.
- The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

### **Sexting and the sharing of indecent images of pupils**

- The school will ensure that staff are aware to treat the sharing of indecent images of pupils through sexting as a safeguarding concern.
- Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful.
- Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sexting.
- Staff will be aware that creating, possessing, and distributing indecent imagery of pupils is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.
- Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible.

Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.



Where it is necessary to view the imagery, e.g., if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the Principal or member of the SLT.
  - Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
  - Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
  - Record how and why the decision was made to view the imagery on CPOMS.
- Where the incident is categorised as ‘aggravated’, the situation will be managed in line with the school’s Behaviour Policy.
  - Where the incident is categorised as ‘experimental’, the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident.
  - Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL or deputy will inform parents and work with them on contacting the police.
  - Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

#### Female Genital Mutilation

- For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
- FGM is considered a form of abuse in the UK and is illegal.
- All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police.
- Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.
- **NB.** The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.
- There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.
- Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.
- Indicators that may show a heightened risk of FGM include the following:
  - The socio-economic position of the family and their level of integration into UK society
  - Any girl with a mother or sister who has been subjected to FGM
  - Any girl withdrawn from PSHE
- Indicators that may show FGM could take place soon include the following:
  - When a female family elder is visiting from a country of origin
  - A girl may confide that she is to have a ‘special procedure’ or a ceremony to ‘become a woman’
  - A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
  - A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries



can be made to protect others, and criminal investigations can begin.

- Indicators that FGM may have already taken place include the following:
  - Difficulty walking, sitting or standing
  - Spending longer than normal in the bathroom or toilet
  - Spending long periods of time away from a classroom during the day with bladder or menstrual problems
  - Prolonged or repeated absences from school followed by withdrawal or depression
  - Reluctance to undergo normal medical examinations
  - Asking for help, but not being explicit about the problem due to embarrassment or fear
- Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL/DEPUTY and involve CSCS as appropriate.
- FGM is also included in the definition of ‘honour-based’ violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.
- All forms of HBV are forms of abuse and will be treated and escalated as such.
- Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL/DEPUTY who will activate local safeguarding procedures if concerns arise.

#### **Forced marriage**

- For the purpose of this policy, a **“forced marriage”** is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.
- As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:
  - Becoming anxious, depressed and emotionally withdrawn with low self-esteem
  - Showing signs of mental health disorders and behaviours such as self-harm or anorexia
  - Displaying a sudden decline in their educational performance, aspirations or motivation
  - Regularly being absent from school
  - Displaying a decline in punctuality
  - An obvious family history of older siblings leaving education early and marrying early
- If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL/DEPUTY and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

#### **Child sexual exploitation (CSE)**

- For the purpose of this policy, **“child sexual exploitation”** is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:
  - In exchange for something the victim needs or wants
  - For the financial advantage or increased status of the perpetrator or facilitator
- CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.
- The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

#### **Identifying cases**

- School staff members are aware of and look for the key indicators of CSE; these are as follows:
  - Going missing for periods of time or regularly going home late
  - Regularly missing lessons
  - Appearing with unexplained gifts and new possessions



- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

### Referring cases

- Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL/DEPUTY. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

### Support

- The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

### Homelessness

- The DSL/DEPUTY and deputy(s) will be aware of the contact details and referral routes into 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.

### County lines criminal activity

- For the purpose of this policy, “**County lines criminal activity**” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.
- Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.
- Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL/DEPUTY.
- The DSL/DEPUTY will consider referral to the National Referral Mechanism on a case-by-case basis.
- Indicators that a pupil may be involved in county lines active include the following:
  - Persistently going missing or being found out of their usual area
  - Unexplained acquisition of money, clothes or mobile phones
  - Excessive receipt of texts or phone calls
  - Relationships with controlling or older individuals or groups
  - Leaving home without explanation
  - Evidence of physical injury or assault that cannot be explained
  - Carrying weapons
  - Sudden decline in school results
  - Becoming isolated from peers or social networks
  - Self-harm or significant changes in mental state





- Parental reports of concern

### Serious violence

- Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:
  - Increased absence from school
  - A change in friendships
  - New relationships with older individuals or groups
  - A significant decline in academic performance
  - Signs of self-harm
  - A significant change in wellbeing
  - Signs of assault
  - Unexplained injuries
  - Unexplained gifts or new possessions
- Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:
  - A history of committing offences
  - Substance abuse
  - Anti-social behaviour
  - Truancy
  - Peers involved in crime and/or anti-social behaviour
- Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL/DEPUTY.

### Pupils with family members in prison

- Pupils with a family member in prison will be offered pastoral support as necessary.
- They will receive a copy of [‘Are you a young person with a family member in prison’](#) from Action for Prisoners’ Families if appropriate and allowed the opportunity to discuss questions and concerns.

### Pupils required to give evidence in court

- Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.
- Pupils will also be provided with the booklet [‘Going to Court and being a witness’](#) from HMCTS if appropriate and allowed the opportunity to discuss questions and concerns.

### Contextual safeguarding

- Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL/DEPUTY and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.
- Assessment of pupils’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.
- The school will provide as much contextual information as possible when making referrals to CSCS.
- Staff will be educated about contextual safeguarding at the annual training.

### Preventing radicalisation

- For the purpose of this policy, “**radicalisation**” refers to the process by which a person comes to support terrorism and extremist ideologies.



- Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.
- The school will actively assess the risk of pupils being drawn into terrorism.
- Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.
- Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.
- The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.
- Any concerns over radicalisation will be discussed with a child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

### Training

- The DSL/DEPUTY will cover radicalisation at the annual training and as appropriate throughout the year. This is to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

### Risk indicators of vulnerable pupils

- Indicators of an identity crisis include the following:
  - Distancing themselves from their cultural/religious heritage
  - Uncomfortable with their place in society
- Indicators of a personal crisis include the following:
  - Family tensions
  - A sense of isolation
  - Low self-esteem
  - Disassociation from existing friendship groups
  - Searching for answers to questions about identity, faith and belonging
- Indicators of vulnerability through personal circumstances includes the following:
  - Migration
  - Local community tensions
  - Events affecting their country or region of origin
  - Alienation from UK values
  - A sense of grievance triggered by personal experience of racism or discrimination
- Indicators of vulnerability through unmet aspirations include the following:
  - Perceptions of injustice
  - Feelings of failure
  - Rejection of civic life
- Indicators of vulnerability through criminality:
  - Experiences of dealing with the police
  - Involvement with criminal groups

### Making a judgement

- When making a judgement, staff will ask themselves the following questions:
  - Does the pupil have access to extremist influences?
  - Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
  - Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
  - Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to



incite racial or religious hatred?

- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?
- Critical indicators include where the pupil is:
  - In contact with extremist recruiters.
  - Articulating support for extremist causes or leaders.
  - Accessing extremist websites.
  - Possessing extremist literature.
  - Using extremist narratives and a global ideology to explain personal disadvantage.
  - Justifying the use of violence to solve societal issues.
  - Joining extremist organisations.
  - Making significant changes to their appearance and/or behaviour.
- Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL/DEPUTY.
- The DSL/DEPUTY will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

### Channel programme

- Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.
- In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Principal or DSL/DEPUTY will contact the Channel programme.
- The DSL/DEPUTY will also support any staff making referrals to the Channel programme.
- The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace



terrorism, and before they become involved in criminal terrorist-related activity.

- The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.
- The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

### **Building children's resilience**

- The school will:
- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

### **Resources**

- The school will utilise the following resources when preventing radicalisation:
- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](#) website

### **A child missing from education**

- A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
- Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL/DEPUTY following normal safeguarding procedures.
- The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

### **Admissions register**

- Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.
- The school will notify the LA within five days of when a pupil's name is added to the admissions register.
- The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.
- Two emergency contact details will be held for each pupil where possible.
- Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.



Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*

- If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
  - The full name of the parent with whom the pupil will live
  - The new address
  - The date from when the pupil will live at that address
- If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:
  - The name of the new school
  - The date on which the pupil first attended, or is due to attend, that school
- Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.
- To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
  - Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
  - Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
  - Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
  - Have been permanently excluded.
- The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.
- If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
  - The full name of the pupil
  - The full name and address of any parent with whom the pupil lives
  - At least one telephone number of the parent with whom the pupil lives
  - The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
  - The name of the pupil's new school and the pupil's expected start date there, if applicable
  - The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)
- The school will work with the LA to establish methods of making returns for pupils back into the school.
- The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.
- The school will also highlight any other necessary contextual information including safeguarding concerns

### Pupils with SEND

- The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.
- Staff will be aware of the following:
  - Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
  - Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
  - Communication barriers may exist, as well as difficulties in overcoming these barriers
- When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken



into consideration.

- When managing a safeguarding issue relating to a pupil with SEND, the DSL/DEPUTY will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

#### **Alternative provision**

- The school will remain responsible for a pupil's welfare during their time at an alternative provider.
- When placing a pupil with an alternative provider, the school will obtain confirmation that the provider has conducted all relevant safeguarding checks on staff.

#### **Work experience**

- When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.
- Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

#### **Homestay exchange visits**

##### **School-arranged homestays in UK**

- Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.
- In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.
- Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.
- In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

##### **School-arranged homestays abroad**

- The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.
- The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.
- The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.
- Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

##### **Privately arranged homestays**

- Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

##### **Private fostering**

- Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.



Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*

### Concerns about a pupil

- If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL/DEPUTY or a deputy.
- All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in [section 28](#) of this policy.
- Where the DSL/DEPUTY is not available to discuss the concern with, staff members will contact the deputy DSL/DEPUTY with the matter or the Principal.
- If a referral is made about a child by anyone other than the DSL/DEPUTY, the DSL/DEPUTY will be informed as soon as possible.
- The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.
- Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.
- If the situation does not improve after a referral, the DSL/DEPUTY will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.
- If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.
- All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL/DEPUTY or Deputy and kept on CPOMs.
- If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.
- If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.
- Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.
- When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.
- An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

### Early help

- Early help means providing support as soon as a problem emerges, at any point in a child's life.
- Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:
  - Have SEND (whether or not they have a statutory EHC plan).
  - Are young carers.
  - Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
  - Are frequently missing/going missing from care or from home.
  - Misuse drugs or alcohol.
  - Are at risk of modern slavery, trafficking or exploitation.
  - Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
  - Are returned home to their family from care.
  - Show early signs of abuse and/or neglect.
  - Are at risk of being radicalised or exploited.
  - Are privately fostered.



Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*

- Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.
- All staff will be made aware of the local early help process and understand their role in it.
- The DSL/DEPUTY/Deputy will take the lead where early help is appropriate.

### Managing referrals

- All staff members, in particular the DSL/DEPUTY/Deputy, will be aware of the LA's arrangements in place for managing referrals. The DSL/DEPUTY/Deputy will provide staff members with clarity and support where needed.
- When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.
- The DSL/DEPUTY/Deputy will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.
- The DSL/DEPUTY/Deputy will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.
- Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. **Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.**
- The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.
- Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm.
- Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.
- At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.
- Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.
- The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

### Concerns about staff members and safeguarding practices

- If a staff member has concerns about another member of staff, it will be raised with the Principal.
- If the concern is with regards to the Principal, it will be referred to the chair of governors.
- Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.
- If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).
- Any allegations of abuse made against staff members will be dealt with in accordance with the school's policies.

### Dealing with allegations of abuse against staff

- All allegations will be dealt with in line with the school's policies.
- When an allegation is made, an investigation will be carried out to gather enough evidence to establish whether it has a foundation, and the school will ensure there is sufficient information to meet the [DBS referral criteria](#).



Signed as Approved..... on .....date  
(on behalf of the Governing Body)



- On conclusion of a case, where an individual is removed from regulated activity – this could be due to suspension, redeployment to work that is not in regulated activity, dismissal or resignation – the school will refer the case to the DBS as soon as possible.
- If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.
- The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

## Allegations of abuse against other pupils (peer-on-peer abuse)

### Sexual harassment

- Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.
- Sexual harassment includes:
  - Sexual comments.
  - Sexual "jokes" and taunting.
  - Physical behaviour, such as deliberately brushing against another pupil.
  - Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

### Sexual violence

- Sexual violence refers to the three following offences:
  - **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
  - **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
  - **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- Harmful sexual behaviours
- The term "**harmful sexual behaviour**" is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:
  - Using sexually explicit words and phrases.
  - Inappropriate touching.
  - Sexual violence or threats.
  - Full penetrative sex with other children or adults.
  - Sexual interest in adults or children of very different ages to their own.
  - Forceful or aggressive sexual behaviour.
  - Compulsive habits.
  - Sexual behaviour affecting progress and achievement.
  - Using sexually explicit words and phrases.
  - Inappropriate touching.
  - Sexual violence or threats.

- Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

## A preventative approach

- In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.
- The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in Computing, PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:
  - Healthy relationships
  - Respectful behaviour
  - Gender roles, stereotyping and equality
  - Body confidence and self-esteem
  - Prejudiced behaviour
  - That sexual violence and sexual harassment is always wrong
  - Addressing cultures of sexual harassment
- Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

## Awareness

- All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
- All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
- All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.
- LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.
- The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

## Support available if a child has been harmed, is in immediate danger or at risk of harm

- If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.
- Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

## Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

- If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL/DEPUTY and deputies will support staff as required.

## Support available if a crime may have been committed



- Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL/DEPUTY will be aware of the local process for referrals to both CSCS and the police.
- Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.
- The school has a close relationship with the local police force and the DSL/Deputy/Head of Behaviour will liaise closely with the local police presence.

### Support available if reports include online behaviour

- Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.
- Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL/Deputy.

### Managing disclosures

- Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL/DEPUTY.
- Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.
- All staff will be trained to handle disclosures. Effective safeguarding practice includes:
  - Never promising confidentiality at the initial stage.
  - Only sharing the report with those necessary for its progression.
  - Explaining to the victim what the next steps will be and who the report will be passed to.
  - Recognising that the person the child chose to disclose the information to is in a position of trust.
  - Being clear about boundaries and how the report will be progressed.
  - Not asking leading questions and only prompting the child with open questions.
  - Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
  - Only recording the facts as the child presents them – not the opinions of the note taker.
  - Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCCIS sexting advice](#).
  - Wherever possible, managing disclosures with two staff members present (preferably with the DSL/DEPUTY or a deputy as one of the staff members).
  - Staff will make notes to relay to the relevant agencies in preference of asking students to write it themselves, although this may not always be possible.
  - Informing the DSL/DEPUTY or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.
  - The DSL/DEPUTY will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.



### Confidentiality

- The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- The DSL/DEPUTY will consider the following when making confidentiality decisions:
- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.
- The DSL/DEPUTY will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

### Anonymity

- There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.
- When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

### Risk assessment

- The DSL/DEPUTY or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.
- Risk assessments will consider:
- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.
- Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy.

### Taking action following a disclosure

- The DSL or deputy will decide the school's initial response, taking into consideration:
  - The victim's wishes.
  - The nature of the incident.
  - The ages and developmental stages of the children involved.
  - Any power imbalance between the children.
  - Whether the incident is a one-off or part of a pattern.
  - Any ongoing risks.
  - Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
  - The best interests of the child.



Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*

- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.
- Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.
- For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.
- For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.
- In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

### Managing the report

- The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.
- There are four likely outcomes when managing reports of sexual violence or sexual harassment:
  - Managing internally
  - Providing early help
  - Referring to CSCS
  - Reporting to the police
- Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.
- The following situations are statutorily clear and do not allow for contrary decisions:
  - A child under the age of 13 can never consent to sexual activity.
  - The age of consent is 16.
  - Sexual intercourse without consent is rape.
  - Rape, assault by penetration and sexual assault are defined in law.
  - Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

### Managing internally

- In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

### Providing early help

- The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

### Referral to CSCS

- If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.
- The school will not wait for the outcome of an investigation before protecting the victim and other children.



- The DSL/DEPUTY will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.
- If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.
- If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

#### **Reporting to the police**

- Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL/DEPUTY and deputies will follow the local process for referral.
- Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.
- The DSL/DEPUTY and governing board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.
- The DSL/DEPUTY will be aware of local arrangements and specialist units that investigate child abuse.
- In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

#### **Bail conditions**

- Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.
- The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.
- The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.
- Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.
- Managing delays in the criminal justice system
- The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.
- The DSL/DEPUTY will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

#### **The end of the criminal process**

- Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.
- The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).
- Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely

# Safeguarding/Child Protection Policy

Review Date: February 2021

to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

- The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.
- Ongoing support for the victim
- Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:
  - The terminology the school uses to describe the victim
  - The age and developmental stage of the victim
  - The needs and wishes of the victim
  - Whether the victim wishes to continue in their normal routine
  - The victim will not be made to feel ashamed about making a report
  - What a proportionate response looks like
- Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.
- Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.
- The school will provide a physical space for victims to withdraw to.
- Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.
- Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.
- If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.
- If the victim does move to another school, the DSL/DEPUTY will inform the school of any ongoing support needs and transfer the child protection file.
- Ongoing support for the alleged perpetrator
- When considering the support required for an alleged perpetrator, the school will take into account:
  - The terminology they use to describe the alleged perpetrator or perpetrator.
  - The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
  - The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
  - Their age and developmental stage.
  - What a proportionate response looks like.
  - Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.
- When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.
- If the alleged perpetrator moves to another school (for any reason), the DSL/DEPUTY will inform the destination school of any ongoing support needs and transfer the child protection file.
- The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.
- Disciplining the alleged perpetrator
- Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.



- The school will make such decisions on a case-by-case basis, with the DSL/DEPUTY taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.
- The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.
- Disciplinary action and support can take place at the same time.
- The school will be clear whether action taken is disciplinary, supportive or both.
- Shared classes
- Once the DSL/DEPUTY has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.
- Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.
- Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.
- Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.
- In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

### Working with parents and carers

- In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.
- The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.
- Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL/DEPUTY or a deputy will attend such meetings, with agencies invited as necessary.
- Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

### Safeguarding other children

- Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.
- It is likely that children will "take sides" following a report, and the school will do everything in its power





to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

- The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.
- As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

## Communication and confidentiality

- All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.
- Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.
- Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.
- Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.
- During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
- Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.
- Before doing so, the DSL/DEPUTY will weigh the victim's wishes against their duty to protect the victim and others.
- Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.
- Depending on the nature of a concern, the DSL/DEPUTY will discuss the concern with the parents of the pupils involved.
- Discussions with parents will not take place where they could potentially put a pupil at risk of harm.
- Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.
- Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.
- External agencies will be invited to these discussions where necessary.
- Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.
- Where a pupil is leaving the school, the DSL/DEPUTY will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

## 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.
- 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.

### Mobile phone and camera safety

- The sending of inappropriate messages or images from mobile devices is strictly prohibited.
- Staff who do not adhere to this policy will face disciplinary action.
- ICT technicians will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an ICT technician or the e-safety officer.
- Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy.
- The DPO will oversee the planning of any events where photographs and videos will be taken.
- Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the Principal will liaise with the DSL/DEPUTY to determine the steps involved.
- The DSL/DEPUTY will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.
- Staff will report any concerns about another staff member's use of mobile phones to the DSL/DEPUTY, following the procedures outlined in this policy.

### Upskirting

- Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.
- A "specified purpose" is namely:
  - Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
  - To humiliate, distress or alarm the victim.
  - "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.
- Upskirting will not be tolerated by the school.
- Any incidents of upskirting will be reported to the DSL/DEPUTY/Head of Behaviour who will then decide on the next steps to take, which may include police involvement.

### Sports clubs and extracurricular activities

- Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.
- Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.
- Paid and volunteer staff understand how they should respond to child protection concerns and how to



make a referral to CSCS or the police, if necessary.

- All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

#### **Safer recruitment**

- An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.
- The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

#### **Pre-employment checks**

- The governing board will assess the suitability of prospective employees by:
- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [TRA Teacher Services' System](#).
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
- An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

#### **ITT candidates**

- Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.
- Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

#### **Governors**

- An enhanced DBS check will be carried out for each member of the governing board.
- Where a governor also engages in any regulated activity, a barred list check will also be requested.



Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*

#### Those who have lived or worked outside of the UK

- For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

#### Barred list check

- An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.
- If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.
- Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

#### References

- References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- References will only be accepted from a senior person and not from a colleague.
- References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- References will be obtained prior to interviews taking place and discussed during interviews.
- Open testimonials will not be considered.
- Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.
- Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

#### Volunteers

- No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.
- An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.
- A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.
- A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

#### Data retention

- DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.
- A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the



employee's employment plus six years.

**Referral to the DBS**

- The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

**Ongoing suitability**

- Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

**Single central record (SCR)**

- The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.
- The following information is recorded on the SCR:
  - An identity check
  - A barred list check
  - An enhanced DBS check
  - A prohibition from teaching check
  - A check of professional qualifications
  - A check to determine the individual's right to work in the UK
  - Additional checks for those who have lived or worked outside of the UK
- For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.
- If any checks have been conducted for volunteers, this will also be recorded on the SCR.
- If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

**Allegations of abuse against other pupils (peer-on-peer abuse) Sexual harassment**

- Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

**Sexual harassment includes:**

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion, and threats – online sexual harassment may be isolated or part of a wider pattern.
- **Sexual violence**



- Sexual violence refers to the three following offences:
- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

### Harmful sexual behaviours

- The term “**harmful sexual behaviour**” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:
  - Using sexually explicit words and phrases.
  - Inappropriate touching.
  - Sexual violence or threats.
  - Full penetrative sex with other children or adults.
  - Sexual interest in adults or children of very different ages to their own.
  - Forceful or aggressive sexual behaviour.
  - Compulsive habits.
  - Sexual behaviour affecting progress and achievement.
  - Using sexually explicit words and phrases.
  - Inappropriate touching.
  - Sexual violence or threats.
  - Sexual behaviour can also be harmful if one of the children is much older (especially where there is a difference of two years or more, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

### A preventative approach

- In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.
- The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons and Computing. Such content will be age and stage of development specific, and tackle issues such as the following:
  - Healthy relationships
  - Respectful behaviour
  - Gender roles, stereotyping and equality
  - LGBTQ+ identities and relationships



- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment
- Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

### Awareness

- All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
- All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and issues that disproportionately affect a certain gender, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
- All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.
- LGBTQ+ pupils are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.
- The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

### Support available if a child has been harmed, is in immediate danger or at risk of harm

- If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.
- Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

### Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

- If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

### Support available if a crime may have been committed

- Rape, assault by penetration and sexual assault are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL/deputy/Head of Behaviour Support will be aware of the local process for referrals to both CSCS and the police.

- Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.
- The school has a close relationship with the local police force and the DSL/deputy/Head of Behaviour Support will liaise closely with the local police presence.

### Support available if reports include online behaviour

- Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.
- Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

### Managing disclosures

- Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.
- Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

### All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the pupil chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the pupil with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the pupil presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation section of the Behaviour Policy.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).





- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.
- The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

### **Confidentiality**

- The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the police.
- The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

### **Anonymity**

- There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.
- When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

### **Risk assessment**

- The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other pupils at the school, especially any actions that are appropriate to protect them.
- Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy.

### Taking action following a disclosure

- The DSL or a deputy will decide the school's initial response, taking into consideration:
- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the pupils involved.
- Any power imbalance between the pupils.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a pupil's life that threaten their safety and/or welfare.
- The best interests of the pupil.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.
- Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other pupils involved.
- For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.
- For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.
- In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.
- Where a pupil is found to have been involved in harmful sexual behaviour, e.g. non-consensually sharing indecent imagery of another pupil, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

### Managing the report

- The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to CSCS
- Reporting to the police
- Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.



The following situations are statutorily clear and do not allow for contrary decisions:

- The age of consent is 16.
- A child under the age of 16 can never consent to sexual activity.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

### **Managing internally**

- In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

### **Providing early help**

- The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.

### **Referral to CSCS**

- If a pupil has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.
- The school will not wait for the outcome of an investigation before protecting the victim and other children.
- The DSL will work closely with CSCS to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.
- If CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the pupil to be in immediate danger or at risk of harm.
- If the school agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

### **Reporting to the police**

- Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.
- Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the pupil with any decision they take, in unison with CSCS and any appropriate specialist agencies.
- The DSL/deputy will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

- In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

#### **Bail conditions**

- Police bail is only used in exceptional circumstances. It is unlikely that a pupil will be placed on police bail if alternative measures can be used to mitigate risks.
- The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.
- The term ‘released under investigation’ (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.
- Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

#### **Managing delays in the criminal justice system**

- The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.
- The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

#### **The end of the criminal process**

- Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator’s timetable.
- The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).
- Where an alleged perpetrator is found not guilty or a case is classed as requiring “no further action”, the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.
- The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

#### **Ongoing support for the victim**

- Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:
- The terminology the school uses to describe the victim



Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*

- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like
- Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.
- Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.
- The school will provide a physical space for victims to withdraw to.
- Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.
- Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.
- If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.
- If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

#### **Ongoing support for the alleged perpetrator**

- Any decisions made regarding the support required for an alleged perpetrator will be made with the following considerations in mind:
  - The terminology the school uses to describe the alleged perpetrator
  - The balance of safeguarding the victim and providing the alleged perpetrator with education and support
  - The reasons why the alleged perpetrator may have abused the victim – and the support necessary
  - Their age and developmental stage
  - What a proportionate response looks like
  - Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials
  - What the outcome of the investigation was
  - When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.
- If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

- If the reported abuse is found to have taken place, the school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

#### **Disciplining the alleged perpetrator**

- Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.
- The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.
- The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.
- Disciplinary action and support can take place at the same time.
- The school will be clear whether action taken is disciplinary, supportive or both.

#### **Shared classes**

- Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.
- Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.
- Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.
- Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.
- In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.



Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*

### **Working with parents and carers**

- In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.
- The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.
- Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings if at all possible, with agencies invited as necessary.
- Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

### **Safeguarding other children**

- Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.
- It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.
- The school will keep in mind that contact may be made between the victim and alleged perpetrator, and that harassment from friends of both parties could take place via social media and will do everything in its power to prevent such activity.
- As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both the victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

## Penistone Grammar School

Huddersfield Road  
Penistone  
Sheffield, S36 7BX  
01226 762 114  
enquiries@penistone-gs.uk  
www.penistone-gs.uk



Signed as Approved..... on .....date  
(on behalf of the Governing Body)

*Copies of this document are available to download from our website ([www.penistone-gs.uk](http://www.penistone-gs.uk)) or by contacting the school*