RED HOUSE SCHOOL

CHILD PROTECTION (SAFEGUARDING) POLICY

This policy relates to all sections and activities of the school and its pupils, e.g. the Senior School, the Junior School (including EYFS), Wrap Around Care, Offsite Activities and school run Holiday Activities or Clubs. The policy also applies to incidents involving our pupils out of school hours.

1   KEY PERSONNEL

1.1   The Designated Safeguarding Leads (DSL) and Deputy Designated Safeguarding Leads (DDSL) in the School are:

- **Claire Thompson**, Deputy Head and Head of the Senior School, is the whole-school DSL:
  Email: claire.thompson@redhouseschool.co.uk
  Tel: 01642 553370

- **Samantha Lindsay-Symington**, Director of Wellbeing & Pastoral Care, is the joint whole-school DSL:
  Email: samantha.lindsay@redhouseschool.co.uk
  Tel: 01642 553370

- **Vicky Smith,** Assistant Head of the Junior School, is a DDSL (for EYFS and the Junior School):
  Email: vicky.smith@redhouseschool.co.uk
  Tel: 01642 535353

- **Tom Thorogood**, Head of Years 9-11, is a DDSL in the Senior School:
  Email: tom.thorogood@redhouseschool.co.uk
  Tel: 01642 553370

- **Susan Casey**, Head of Years 6-8 is a DDSL (from November 2023) in the Senior School:
  Email: susan.casey@redhouseschool.co.uk
  Tel: 01642 553370

1.2   The DSLs will ensure that there is always cover for their roles (including for any out of hours/out of term activities) and that arrangements for cover are communicated clearly to staff.

1.3   The Governors with responsibility for Safeguarding in the School are:

- Leanne Boyd-Smith, Safeguarding Governor, Red House School Board of Governors:
  Contact can be made via the School Office.

- Fiona Hunt, Deputy Safeguarding Governor, Red House School Board of Governors:
  Contact can be made via the School Office.

2   POLICY STATEMENT
2.1   Child Protection (Safeguarding) Policy
2.1.1   Red House School is committed to safeguarding and promoting the welfare of children.

2.1.2   All pupils, regardless of age, SEND, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse.

2.1.3   This Child Protection (Safeguarding) Policy ('this Policy') forms a fundamental part of our approach to providing excellent pastoral care to all pupils, including young people who may be over the age of 18 years.

2.1.4   This policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of pupils at Red House School. They have been prepared in compliance with, and with regard, to:

- Keeping Children Safe in Education (September 2023)
- The Education Act (1996, 2002 and 2011)
- Education (Independent Schools Standards) Regulations (2014, last updated: 2022)
- Safeguarding Vulnerable Groups Act (2006)
- The Protection of Freedoms Act (2012)

- The Children Act (1988, 1989 and 2004)
- Department of Education, 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015)
- Department of Education, 'Working Together to Safeguard Children Statutory: Guidance on inter-agency working to safeguard and promote the welfare of children' (2015, Last updated 1 July 2022)
- Department of Education, 'Disqualification under the Childcare Act 2006' (Last updated: August 2018)
- Department of Education, 'Information sharing advice for safeguarding practitioners: Guidance on Information sharing for people who provide safeguarding services to children, young people, parents and carers' (July 2023)
- Department of Education, 'Making Barring Referrals to the DBS: Disclosure and Barring service (DBS) guidance about making referrals. Also includes information about relevant offences' (March 2023)
- ISI Commentary on the Regulatory Requirements (October 2022)
- Department of Education, 'Teacher Misconduct: Regulating the Teaching Profession' (March 2014, last updated: September 2018)
- Department of Education, 'Use of Reasonable Force in Schools' (July 2013)
- Department of Education, 'Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies' (July 2017)
- Department of Education, 'Statutory framework for the Early Years Foundation Stage: Setting the Standards for Learning, Development and Care for Children from Birth to Five' (September 2023)
- Department of Education, 'Prevent Duty Guidance' Channel Guidance, and Prevent Departmental Advice (September 2023)
- Department of Education, 'The Use of Social Media for Online Radicalisation' (July 2015)
- Department of Education, 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (December 2020)
- Department of Education, 'Sharing nudes and semi-nudes: how to respond to an incident' (December 2020)
- Department of Education, 'Sexual violence and sexual harassment between children in schools and colleges: Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children' (September 2021)
- Department of Education, 'Relationships and Sex Education (RSE) and Health Education' (13 September 2021)
- https://www.everyonesinvited.uk/

2.1.5 This policy should be read in conjunction with the following School policies:

- Child Protection (Suitability of Staff)
- Children Missing from Education
- Whistle Blowing
- Staff Code of Conduct
- Complaints
- Behaviour Management
- Anti-Bullying
- E-Safety and Pupil Acceptable Use of ICT
- SEND
- Health and Safety (Educational Visits)
- Administration of Medicine in Schools
- Missing Child
- Relationship and Sex Education (RSE)
- Wellbeing and Positive Mental Health
- PSHE
- Low Level Concerns
- Attendance
- Prevent

2.2   Governance

2.2.1   The School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.

2.2.2   The Board of Governors recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, 'Keeping Children Safe in Education' - September 2023 (KCSiE), 'Working Together to Safeguard Children' and locally agreed inter-agency procedures put in place by Stockton Safeguarding Children Board. The Board of Governors should be aware of their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty).

2.2.3   The Board of Governors expects that all staff will know and understand this child protection and safeguarding policy and their responsibility to implement it. All staff and the Board of Governors must ensure they have read and understand KCSiE 2023, relevant to their role.

2.2.4   All governors must receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

2.2.5 Compliance with the policy will be monitored by the Head, the DSLs and the Board of Governors.

2.2.6 The Governor with responsibility for Safeguarding in the School is Leanne Boyd-Smith and the Deputy Safeguarding Governor is Fiona Hunt.

2.2.7 This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Hartlepool and Stockton Safeguarding Children Partnership (HSSCP) guidance. The School will ensure that its safeguarding arrangements take into account the procedures and practice of the local authority, including local protocols for assessment and the LSCB's threshold document.

2.2.8 This Policy is addressed to all members of staff and volunteers at the School (temporary and permanent). Adherence to this Policy is mandatory for all staff and volunteers and its use is not subject to discretion. This Policy applies whenever staff or volunteers are working with pupils including where this is away from the School, for example at another institution, school visits and trips, sporting and cultural activities.

2.2.9 This Policy is available to all parents, staff and volunteers on the School's website. A paper copy of this Policy is also available to parents upon request to the School office.

2.2.10 Pupils are taught about safeguarding both on and offline, including how to adjust their behaviour to reduce risk, keep themselves safe and build resilience; they are made aware of this Policy through their programme of PSHE and RSE and other means of sharing information appropriate to their age and understanding, within a broad and balanced curriculum.

2.3 **Creating a Culture of Safeguarding**
2.3.1 The School recognises that safeguarding covers much more than child protection and so this policy will operate in conjunction with the School's safeguarding procedures including the staff Code of Conduct and other related policies and procedures, covering areas including Equal Opportunities; Health and Safety; Relationships and Sex Education (RSE); PSHE; First Aid; Educational Visits; Anti-Bullying; Behaviour Management; Drugs, Alcohol and Tobacco; Information Sharing; the safe use of ICT and social media; Fundamental British Values; and preventing radicalisation and violent extremism. Policies covering these areas are available on request from the School.

2.3.2 The School takes seriously its responsibility to promote and nurture the mental health and wellbeing of all its pupils and staff. This is reflected in its policies and procedures for pastoral care, notably the Wellbeing and Positive Mental Health Policy, and the School's PSHE and RSE policies and programme.

2.3.3 'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental or physical health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

2.3.4 Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child: a referral will be made to children's social care immediately. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. The School recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

2.3.5 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding children. Everyone who works with our pupils should make sure that their approach is child-centred (that is, that they consider at all times what is in the best interest of the child).

2.3.6 As well as ensuring that the School's policies and procedures support its safeguarding responsibilities, the School will work with pupils and their families and will contribute to inter-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'. This includes providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

2.3.7 The School is committed to working in partnership with parents, Social Services Departments and diverse communities, in order to continuously develop and improve the safeguarding culture within our School.

2.3.8 Having these safeguards in place not only protects and promotes the welfare of children, but also it enhances the confidence of our staff, volunteers, parents and the general public.

2.3.9 The School has systems to:

- Prevent unsuitable people working with pupils.
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action and promote the welfare of pupils in need of additional support.
- Promote safe practice and challenge poor and unsafe practice.
- Protect pupils and staff from online risks, which include online safety education and training, policies and procedures governing the use of ICT, filtering and monitoring systems and procedures to manage any incidents that occur.
- Deal with issues of confidentiality, information sharing and consent in line with the GDPR regulations.
- Ensure staff do not, through their actions, place pupils at risk of harm, or themselves at risk from an allegation of harm (by providing guidance on areas such as 1-1 tuition, sports coaching, conveying by car, inappropriate electronic communication). Relevant guidance can be found in the School's Code of Conduct.

2.3.10 The School encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. We will also encourage pupils to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved.

2.3.11 While the primary requirement is to notify the LADO[1]/ Children's Services at the Children's HUB (or the local Prevent Officer, as appropriate), the School will also notify the Board of Governors of any safeguarding issues in the following circumstances:

- The issue involves an allegation against a member of staff, a volunteer or the Head.
- The issue relates to concerns about the education provided to the pupil.
- The issue involves referral to external agencies.
- The issue could affect the school's reputation.

2.3.12 The School will contact the LADO/Children's HUB (CHUB) in any other case where advice is felt to be needed.

2.3.13 All Staff are required to adhere to the ICT Acceptable Use Agreement and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely. Please refer to the E-Safety and Acceptable Use of ICT Policy.

2.4   Implementation Procedures
2.4.1   The School has implementation procedures to assist staff and volunteers when handling safeguarding concerns. Information on these procedures is available to all staff and volunteers at the school and the procedures must be followed at all times.

2.5   Early Years Foundation Setting
2.5.1   This Policy applies to the school's provision for the Early Years Foundation Setting (EYFS). The identity of and contact details for the Deputy DSL, Mrs Vicky Smith, with responsibility for safeguarding within this setting are set out at the head of the policy.

2.5.2   Throughout the setting, all persons in the EYFS are required to adhere to the ICT Acceptable Use Agreement on the use of mobile phones and cameras: that is, they will not use personal digital equipment, such as mobile phones and cameras, to record images of pupils unless using school owned storage devices, e.g. SD cards, or with the permission of the Head.

2.5.3   The School's policy on the use of mobile phones and cameras in the setting is incorporated in the ICT Acceptable Use Agreement. Please refer to the E-Safety and Acceptable Use of ICT Policy.

2.5.4   Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, comments which give cause for concern, or any reasons to suspect neglect or abuse outside the setting) and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (EYFS Statuary Framework 3.6).

2.5.5   In relation to a child protection issue within the Early Years Foundation Setting, the Designated Person with lead responsibility for safeguarding within this setting, Deputy DSL, Mrs Vicky Smith, will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the School (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place

2.6   Children with Special Educational Needs and Disabilities (SEND)
2.6.1   Children with special education needs and disabilities (SEND) can face additional safeguarding challenges. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation.

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[1] Local Authority Designated Officer(s) for Child Protection. Each local authority should have designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children. The term 'LADO' in this Policy is used for convenience to designate these local authority designated officer(s) or other appropriate first point of contact for child protection concerns, whatever terminology individual LSCBs may use.

- Being more prone to peer group isolation than other children.
- The potential for children with SEND to be disproportionately impacted by things like bullying without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

2.6.2 As a consequence, children with SEND may require extra pastoral support. The additional vulnerabilities of pupils with SEND and the school's duty to make reasonable adjustments should be particularly carefully considered in situations where the use of reasonable force may be needed in response to risks presented by incidents involving children with SEND or medical conditions.

2.7 **Looked After Children and Previously Looked After Children**
2.7.1 The School will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by the local authority.

2.8 **Private Fostering**
2.8.1 Private fostering occurs where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, for 28 days or more, unless that person has parental responsibility for them or is a local authority or agency foster carer.

2.8.2 If a member of staff becomes aware that a pupil may be in a private fostering arrangement, they should raise this in the first instance with the DSL. The School will then notify the local authority of the circumstances.

3 **AIMS**
3.1 Our aims are to:

- Create an environment in our School which is safe and secure for all pupils.
- Encourage our pupils to establish satisfying relationships within their families, with peers and with other adults.
- Encourage children to develop a sense of autonomy and independence.
- Work with parents to build their understanding of and commitment to the welfare of all pupils.

3.2 The Board of Governors will ensure that children and young people are taught about safeguarding through teaching and learning opportunities as part of a broad and balanced curriculum. This is in order to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.

3.3 This may include covering relevant issues through personal, social, health and economic education (PSHE) and Relationships and Sex Education (RSE).

3.4 The Board of Governors will also ensure there is a comprehensive curriculum response to e-safety issues, enabling children and young people and their parents to learn about the risks of new technologies, communication and social media and how to use these responsibly.

3.5 The School will ensure that there are appropriate filters and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material.

3.6 In order to fulfil these aims, the Head will take the necessary steps to ensure that:

3.6.1 All staff (including supply and temporary) and volunteers receive training in safeguarding children and an explanation of the systems within the School which support this as part of their induction. This includes:

- School's Child Protection (Safeguarding) Policy
- School's Child Protection (Suitability of Staff) Policy
- School's Staff Code of Conduct Policy
- Reading and understanding KCSiE (September 2023) relevant to their role
- School's Whistleblowing Policy
- School's Low Level Concerns Policy
- School's Behaviour Management Policy
- The safeguarding response to children who go missing in education (Children Missing in Education Policy).
- The identity and role of the DSLs and Deputy DSLs (DDSLs) and how to contact them.
- Online safety and the School's E-Safety and Pupil Acceptable Use of ICT Policy

3.6.2 All staff, volunteers and the Head are trained in child protection, (including Prevent Awareness, online safety training, the local early help process and how to manage a report of child-on-child sexual violence or sexual harassment) regularly, in line with advice from the Hartlepool and Stockton-on-Tees Safeguarding Children Partnership (HSSCP), and receive safeguarding and child protection updates as required, but at least annually. The DSLs and the DDSLs receive the required updated child protection and Prevent Training, at least every two years.

3.7 The School adheres to the Child Protection (Suitability of Staff) Policy (available on the website and from the School on request) and safer recruitment procedures. Procedures are in accordance with the Independent School Standards Regulations and include ensuring that at least one member of any recruitment panel is involved in all stages of the recruitment process and has undertaken the appropriate training in Safer Recruitment and carrying out all required checks on the suitability of staff and volunteers to work with

children and young people, in accordance with the guidance and regulations. Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained and in all cases a Barred List Check and Prohibition Order check (if applicable) will have been undertaken. Relevant staff are also asked to confirm that they do not meet the criteria for disqualification under the Childcare Act 2006 and the 2018 Regulations.

3.8 The School obtains assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils on another site (for example, in a separate institution).

3.9 The School carries out the mandated checks on the suitability of all people who serve on the Board of Governors. The required checks on the Chair of the Board of Governors are carried out by the Department of Education.

3.10 Where the school ceases to use the services of any person (whether employed, contracted, a volunteer or pupil) or the person resigns or otherwise ceases to provide his or her services because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (DBS) in accordance with the procedural guidance at https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs (contact: PO Box 181, Darlington, DL1 9FA. Tel: 01325 953795, email dbsdispatch@dbs.gsi.gov.uk). In cases involving teaching staff, the school will also decide whether to refer the matter to Teaching Regulation Authority (TRA) to consider prohibiting the individual from teaching.

3.11 All School staff are alert to signs of abuse and neglect, as set out in Annex A of Keeping Children Safe in Education (September 2023), and all staff know to whom they should report concerns or suspicions of abuse or neglect.

3.12 All School staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.

3.13 This Policy is compatible with, and meets all applicable requirements of the HSSCP. The School ensures that it has positive communication with the HSSCP to ensure compliance with local protocol and access to relevant support. The HSSCP can be contacted through the Local Social Services Department, Children's Services.

3.14 The relevant contact details are as follows:

- Local Authority Designated Officer (LADO): Phil Curtis 01429 401844
- The Children's Hub (CHUB): 01429 284284

4 RESPONDING TO SAFEGUARDING AND CHILD PROTECTION CONCERNS

4.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide children with help, to prevent concerns from escalating. School staff have a responsibility to identify children who may be in need of extra help or are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services as needed.

4.2 Any concern, allegation or incident of abuse must be reported to a DSL or DDSL immediately. Staff should not assume that a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with DSL.

4.3 If staff have concerns about a child (as opposed to a child being in immediate danger or risk of harm – see para 4.5 below), they will need to decide what action to take. All staff should be prepared to identify children who may benefit from early help, that is, support as soon as a problem emerges. Such problems should be discussed in the first instance with a DSL. The early help process may also involve sharing information with other professionals and contributing to an Early Help assessment.

4.4 Any child may benefit from early help, but staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (SEND)
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behavior
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child

4.5 If a child is in immediate danger or at risk of harm, this must be reported to a DSL, who will make a referral to the Children's Hub (CHUB) and/or the police immediately (see section 6.12). It is not the role of the School to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

4.6 Organisations or Individuals using school premises

4.6.1 If Red House received an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (e.g. community groups, sports associations, or an external service providers that run extra-curricular activities), as with any safeguarding allegation, we would follow our Child Protection (Safeguarding) Policy and Child Protection (Suitability of Staff) Policy, including informing the LADO.

5 WHAT IS CHILD ABUSE?

5.1 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others.

5.2 Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. The categories in this document are drawn from Annex A of Keeping Children Safe in Education (September 2023):

- **Abuse -** Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.
- **Physical abuse** – a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- **Emotional abuse** - the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or unvalued, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse** - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as may children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it.
- **Neglect** - the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, shelter and clothing (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care givers); ensure access to appropriate medical care of treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5.3 **Child Sexual Exploitation** (CSE), **Child Criminal Exploitation** (CCE) and forms of so-called '**honour based violence**' including **female genital mutilation** (FGM) are child abuse, and domestic abuse and attempts to draw children into violent **extremism** should also be treated as safeguarding issues. Further information on these areas can be found on the HSSCP site (See Section 11 below). If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher has a mandatory duty to report this to the police:

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and form of child abuse with long-lasting harmful consequences.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should <u>not</u> be examining pupils, but the same definition of what is meant by 'to discover that an act of FGM has been carried out' is used for all professionals to whom this mandatory reporting duty applies. Information on when

and how to make a report can be found at <u>Mandatory reporting of female genital mutilation procedural information</u>.

5.4   **Sharing nudes and semi-nudes** is a child protection issue. Even if explicit material is sent or elicited without malicious intent, the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sharing nudes and semi-nudes as part of their online safety education. The School takes incidences of sharing nudes and semi-nudes extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police.

5.5   All staff should have an awareness of other safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sharing nudes and semi-nudes put children in danger.

5.6   School staff can access government guidance as required on the issues listed below via GOV.UK and the safeguarding topics page on the HSSCP website. Further information is also included in Annex A of KCSiE (2023):

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- FGM
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Channel
- Child-on-child abuse
- Sexual violence and sexual harassment between children in schools and colleges, including, upskirting
- The response to a report of sexual violence or sexual harassment

5.7   **Who are the abusers?**
Abusers can be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers or other pupils; in short, an abuser could be anyone.

5.8   **Child-on-child abuse**
5.8.1 We should assume that there will be pupils at school who are the victims of sexual violence and harrassment. All staff should also recognise that children are capable of abusing other children. All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sharing nudes and semi-nudes. Child-on-child abuse is most likely to include, but is not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.
- Non-consensual sharing of nude and semi-nude images and/or videos.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Upskirting is now a criminal offence.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.
- Sharing nudes and semi-nudes (also known as youth produced sexual imagery).

5.8.2 It is more likely that girls will be victims of child-on-child abuse and boys' perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.

5.8.3 Child-on-child abuse should be recognised as such and never be tolerated or passed off as 'banter' or 'part of growing up'. We have a zero-tolerance approach to child-on-child abuse.

5.8.4 The School seeks to minimise the risk of such abuse by ensuring that it is clear to all members of the school community that it will not be tolerated, and by educating pupils as part of the PSHE and RSE programmes about healthy and respectful relationships, the wider societal factors (such as sexist stereotypes and language) and how to recognise, report and respond to child-on-child abuse.

5.8.5 Any allegation of such abuse will be promptly and thoroughly investigated, recorded and treated according to its gravity. The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding procedure is subject to local guidance, as in any other cases, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

5.8.6 In such cases, the School's response will include referral to the Children's HUB (CHUB) or the police.

5.8.7 Victims, perpetrators and any other child affected will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling, where appropriate.

5.8.8 All children involved will be treated as 'at risk'.

5.8.9 School staff must understand the importance of intra familial harm and provide necessary support for siblings following incidents.

6 CONTEXTUAL SAFEGUARDING
6.1 Safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school.

6.2 All staff should consider the context within which such incidents and/or behaviour occur.

6.3 It is important to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

7 SIGNS OF ABUSE
7.1 All School staff members should be aware of the signs of abuse, neglect and radicalisation so that they are able to identify cases of children who may be in need of help or protection.

7.2 The following may help staff to be aware of possible signs of abuse. There are further sources of information such as Annex A of KCSIE 2023, What to do if you're worried a child is being abused and the NSPCC's website. Such lists, however, are not exhaustive - if staff members are unsure they should always seek advice and report concerns even when signs or indicators are not present.

7.3 Staff should also be alert to behaviours or circumstances that put children in danger, such as drug taking, alcohol abuse, self-harm, truanting, cyber bullying and sharing nudes and semi-nudes.

7.4 There may be other indicators of abuse specific to female genital mutilation and to radicalisation of young people.

7.5 Physical Abuse
Unexplained injuries/ burns; untreated injuries, bruises/ abrasion around the face; bi-lateral injuries e.g. two bruised eyes; bite marks; bruising abrasions to lips, cheeks, outer ear

7.6 Emotional Abuse
Excessive overreaction to mistakes; continual self-deprecation; excessive rocking, thumb sucking, hair twisting; extreme compliance/aggression; drug, alcohol and substance misuse; significant peer relationship difficulties.

7.7 Sexual Abuse
Sexual awareness inappropriate to child's age, including provocative sexual behaviour; self-harm; pregnancy, sexually transmitted diseases, sudden changes in behaviour or school performance; fear of undressing for gym; depression/withdrawal; drug, alcohol, substance abuse

7.8 Neglect
Constant hunger, tiredness and/or poor personal hygiene; untreated medical problems; destructive tendencies; social isolation; poor self-esteem and/or relationship with peers; excessive rocking, hair twisting, thumb sucking.

7.9 Missing Children or Children Absent from Education
7.9.1 A child going missing from an education setting, or being absent from education, is a potential indicator of abuse and neglect. Staff should treat prolonged or repeated absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly. Red House School is committed to identifying quickly children missing from education.

7.9.2 A child or young person is missing or absent from education if they are of compulsory school age and they do not have a school place and no alternative education arrangements have been made for them.

7.9.3 Children missing or absent from education are at much greater risk of: physical harm; becoming involved in crime; demonstrating anti-social behaviour; abusing drugs and alcohol; sexual exploitation; being illegally employed; forced marriages.

7.9.4   It is, therefore, vital that the local authority, schools and other agencies work closely together to help safeguard children.

7.9.5   Children go missing from education or are absent from education for a variety of reasons, which include: failing to start appropriate provision and hence never entering the system; moving out of the independent sector; ceasing to attend, due to exclusion or parental withdrawal; failing to complete a transition between providers or phases; are part of a transient or mobile population.

7.9.6   Staff must, therefore, treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly. Procedures are detailed in the School's Children Missing in Education Policy.

8   DESIGNATED SAFEGUARDING LEAD (DSL)
8.1   The School has two appointed DSLs and Deputy DSLs to contact in their absence.

8.2   The DSLs are members of the School's Senior Management Team (SMT) with the necessary status and authority to take responsibility for child protection and safeguarding matters. This responsibility cannot be delegated. The School will ensure that the DSLs are given the time/cover, funding, training, resources and support to fulfil their role.

8.3   The DSLs and their contact details are listed at the head of this policy.

8.4   The DSLs will:
8.4.1   Be responsible for ensuring that all cases of suspected or actual child protection concerns are investigated and managed in accordance with the guidance and regulations set out in this policy.

8.4.2   Refer cases of suspected abuse or allegations to the Children's HUB (CHUB) and/or the police as appropriate and in accordance with LSCB procedures, and work with other agencies in line with Working Together to Safeguard Children.

8.4.3   Receive Prevent awareness training; provide advice and support, and make appropriate referrals through the Channel programme.

8.4.4   Ensure that they are aware of the latest national and local guidance and requirements and will keep the Head, staff and volunteers informed as appropriate.

8.4.5   Receive appropriate training in child protection matters and interagency working, to include both national and local bodies, at least every two years, and in addition to formal training, update their knowledge and skills at regular intervals and at least annually, in order to keep up with developments relevant to the role.

8.4.6   Ensure that the Head, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part-time staff, supply staff, peripatetic staff, newly appointed staff, newly qualified staff, before/after school care staff, volunteers, catering staff, cleaning staff, caterers and caretakers.

8.4.7   Will, in conjunction with the Head of Computing/Network manager, ensure online safety is promoted within the school, that staff undergo regular online safety training and that the school has robust procedures to protect the children in its care, including filtering and monitoring. Please refer to the School's E-Safety and Pupil Acceptable Use of ICT Policy for further details.

8.4.8   Act as a source of advice and support within the School and co-ordinate action regarding referrals in relation to both children and allegations against staff.

8.4.9   The DSLs are aware of the requirement for children to have an 'Appropriate Adult' when being questioned by the police. Further information can be found in the Statutory guidance - PACE Code C 2019.

9   RESPONDING TO DISCLOSURES OF ABUSE
9.1   Children are more likely to be abused by someone they know and trust than by a stranger. Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

9.2   Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism. They should respond in a supportive, calm manner avoiding asking detailed questions. The role of the staff or volunteer is to listen, record and report; not to investigate. Staff and volunteers should take care to ensure their behaviour and actions do not place pupils or themselves at risk of harm.

9.3   If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. All children involved, whether perpetrator or victim, will be treated as being 'at risk'. The DSL will liaise with local agencies in relation to handling any such cases which arise. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. See the School's Anti-Bullying Policy.

9.4   Immediate Response
If a disclosure is made, the member of staff or volunteer should:

- Allow the pace of the conversation to be dictated by the pupil.
- Ask open questions which encourage the pupil to talk such as TED questions (Tell, Explain, Describe) e.g. 'Can you tell me what happened?' It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.
- Listen carefully to the child, reflect back, using the child's language; be non-judgemental.
- Acknowledge how hard it was for them to tell you and by tone of voice and facial expression show you are taking their concerns seriously.
- Note carefully any clearly visible external signs of possible injury or neglect (but note paragraph 7.5 below).
- Reassure the pupil that they have done the right thing, explain whom you will have to tell (the DSL) and why. The School's statutory duty is to report allegations: pupils should be aware that information must be passed on, but reassured it will only be to the designated person/s in the first instance.

9.5   The member of staff or volunteer should not:

- Burden the pupil with guilt, such as 'why didn't you tell me before?'
- Interrogate or pressurise the pupil to provide more information.
- Ask leading questions, only prompting the child where necessary with open questions – where, when, what, etc.
- Undress the child or examine clothed parts of the child's body in an attempt to determine the nature of any such injuries/neglect.
- Criticise the perpetrator; this may be someone they love.
- Promise confidentiality (see paragraph 7.6 and 7.7).
- Make promises that they cannot keep such as 'I'll stay with you all the time' or 'it will be alright now'.
- Put words in the child's mouth i.e. finish their sentences.
- Jump to conclusions or speculate what might have happened or make accusations.
- Show an overly emotional reaction such as expressing disgust, shock or disbelief.
- Attempt to investigate the allegations.

9.6   If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers must not make promises about confidentiality. Staff must tell the pupil sensitively that they must tell the named DSL (see Section 6) so that the child can be helped to stay safe and feel better.

9.7   In every case, the staff/volunteer should consider whether the pupil is able to provide consent for the information to be shared and if so, seek to obtain that consent. If the pupil does not consent, the staff/volunteer should explain that they need to share the information with the DSL and reassure them that the information will only be disclosed to other people who need to know. The member of staff/volunteer should refer to the DSL for further information and guidance.

9.8   The School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm. The school has age appropriate systems in place for children to express their views and give feedback so their feelings or wishes will be taken into account when determining what action to take and what services to provide. However, the child's wishes or feelings cannot override the duty to refer suspected abuse to the children's social care/LADO or police.

9.9   The School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the School and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the School will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

9.10   All allegations involving staff or volunteers will be discussed immediately with the Local Authority Designated Officer (LADO)/Children's HUB (CHUB) before any investigation takes place.

9.11   In any case of immediate risk or serious harm to children, the police shall be informed at the outset.

9.12   If Red House received an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (e.g. community groups, sports associations, or an external service providers that run extra-curricular activities), as with any safeguarding allegation, we would follow our Child Protection (Safeguarding) Policy and Child Protection (Suitability of Staff) Policy, including informing the LADO.

9.13   Recording Information
Staff/volunteers should:

- Make brief notes at the time or immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said, not assumption or interpretation. Notes must be signed and dated. From September 2021, we use CPOMS at Red House to record such information.
- Clearly distinguish between fact, observation, allegation and opinion.
- Record observed injuries and bruises on a body map.

- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into 'proper terms').
- Pass the original notes to a DSL or one of the DDSL's in the DSL's absence.
- Appreciate that their records may be used in criminal proceedings or disciplinary investigations.

9.14 Reporting Concerns

9.14.1 Any concerns about pupils must be discussed with the DSL as soon as possible or, in their absence, the DDSLs, and at latest by the end of the school day.

9.14.2 Where the disclosure identifies a safeguarding issue, the DSL will report to the LADO/Children's HUB (CHUB) within 24 hours and, where relevant, the DSL or Head will notify the Chair of the Board of Governors and the Board of Governors member with responsibility for Safeguarding. In most serious cases, and if there is suspicion that a crime has been committed, the DSL will contact the police.

9.14.3 The School's procedures differentiate between safeguarding children who have suffered significant harm and those who are in need of support from one or more agencies. In cases where a child is not suffering or at risk of suffering serious harm but rather in need of additional support, an inter–agency assessment will be undertaken to determine the most appropriate action. The DSL or DDSL will consult the 'Framework of Need' (HSSCP procedures) and discuss with the SMART (Early Help) Team or Children's Hub (CHUB) to determine the level of assessment that is needed.

9.14.4 Whilst the DSL will usually decide whether to make a referral, in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, anyone can refer their concerns to the Children's HUB directly. If a member of staff makes a referral independently, they must inform the DSL as soon as possible thereafter.

9.14.5 If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to the Children's Hub immediately. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

10 ALLEGATIONS AGAINST STAFF

10.1 Schools must follow the procedures for handling allegations made against staff and/or volunteers set out in Part 4 of Keeping Children Safe in Education (September 2023). The aim is to deal with any allegation quickly and in a fair and consistent way which provides effective protection for the child and at the same time provides appropriate support for the person who is the subject of the allegation.

10.2 Where a safeguarding-related allegation or cause for concern is made against any member of staff or volunteer (including the DSL), the matter should be reported immediately to the Head (unless the allegation relates to the Head). The Head should not speak to the member of staff who is the subject of the allegation at this point. In the absence of the Head, the allegation should be reported to the DSL. In all cases, immediate contact should be made with the LADO to discuss the allegation.

10.3 Where a safeguarding related allegation or cause for concern is made against the Head, the matter should be reported immediately to the Chair of The Board of Governors, Miss V L Duncan, without informing the Head. Contact can be made via the school office or by emailing governors@redhouseschool.co.uk

10.4 In all cases, immediate contact should be made with the LADO to discuss the allegation. A decision as to how to proceed and eventually whether or not to suspend a member of staff or volunteer will be taken by the Head following consultation with the LADO (and, in most serious cases, the police). In borderline cases, discussions with the LADO can be held informally and without naming the school or individual. Discussions should be recorded in writing and any communication with both the individual and the parents of the child/children agreed. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case, giving due weight to the views of the LADO, guidance in KCSiE and 'Working Together to Safeguard Children'. The decision as to whether or not to suspend the Head is taken by the Chair of The Board of Governors (having consulted the relevant authorities).

10.5 In considering the available options, including redeployment of the member of staff or volunteer, the LADO and the Head will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation which will be led by the LADO or the police. Low level concerns might not need a referral to the LADO but they should be recorded and the concerns discussed with the member of staff. Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

10.6 As noted above, where we cease to use the services of any person (whether employed, contracted, a volunteer or pupil), or the person resigns or otherwise ceases to provide his or her services because it is considered that the person may be unsuitable to work with children, a referral will be made to the DBS. In cases involving teaching staff, the school will also decide whether to refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching.

10.7 Where required to do so, we will provide information requested by the DBS or TRA in respect of a member of staff or volunteer in accordance with our legal duty.

10.8 Communications with the school community about safeguarding related allegations shall only be made following consultation with the LADO and any investigating authorities. There are restrictions on the reporting or publishing of allegations against teachers (which apply to a point where the accused person is charged with an offence, or the Department of Education/TRA publish information about an investigation or decision in a disciplinary case). Every effort will be made to maintain confidentiality and guard against unwanted publicity. The School's legal advisors will advise on the statutory reporting restrictions on publications of details of allegations.

10.9 If there has been a substantial allegation against a member of staff, the school will work with the LADO to determine whether there are improvements to be made to the school's procedures or practice to help prevent similar events in the future.

10.10 If Red House received an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children (e.g. community groups, sports associations, or an external service providers that run extra-curricular activities), as with any safeguarding allegation, we would follow our Child Protection (Safeguarding) Policy and Child Protection (Suitability of Staff) Policy, including informing the LADO.

11 ROLES AND RESPONSIBILITIES

11.1 Every member of staff, members of The Board of Governors, and every volunteer who assists the School should:

- Protect pupils from abuse.
- Follow the School's Child Protection (Safeguarding) Policy and read sections of KCSiE appropriate to their role, including subsequent updates to this guidance.
- Know how to access and implement the procedures.
- Know the identity of the School's DSLs and the DDSLs and who to speak to in the absence of the DSLs.
- Report all safeguarding concerns to the DSLs (subject to paragraphs 8.2 and 8.3 of this Policy).
- Keep a record of any significant safeguarding concern, conversation or incident (in accordance with paragraphs 3.2 and 5.11 of this Policy).
- undertake appropriate training including regular refresher training

12 REFERRING CONCERNS TO SOCIAL SERVICES

12.1 The decision to make a referral which could activate a child protection investigation, and the issue of gaining parental consent, are serious matters and require careful judgement. These decisions must only be taken by the Head or by the DSLs or DDSLs, who will liaise with the Head as appropriate, following consultation with Social Services. In cases of serious harm, or if a crime may have been committed, the police will be informed from the outset. However, anyone can refer their concerns to Children's HUB directly (see section 11 below).

12.2 In the case of concerns about a pupil being at risk of radicalisation, school staff should follow the safeguarding guidelines by reporting to the DSL. This may lead to a referral through the Channel programme.

12.3 The Head and/or DSL should notify the Chair of Governors following any referral made to Social Services or the police.

12.4 Subject to the advice of the Local Education Authority, the consent of parents should be obtained before making a formal referral, unless to do so could place the child at risk of significant harm.

12.5 Where the disclosure relates to actual abuse or the suspicion of abuse, the DSL will report the disclosure to the Children's HUB/LADO within 24 hours.

12.6 In the event of the School making a referral to the Children's HUB/LADO, they should agree with the recipient of the referral what exactly the child and parents will be told, by whom and when. The DSL should ask to be kept informed of the timing of the strategy discussion between Social Services and the police, which will decide whether and how to investigate. The DSL should be prepared to contribute to the strategy discussion.

12.7 The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. The referrer should follow up if this information is not forthcoming. A record of each contact with Social Services, including the name of the officer with whom the School has spoken, and the date and time of the call, should be kept. If, after a referral, a child's situation does not appear to be improving, the referrer should consider following local escalation procedures.

13 DUTY TO REPORT CONCERNS ABOUT THE MANAGEMENT OF SAFEGUARDING

13.1 The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime, and feel confident that such concerns will be taken seriously by the senior leadership team. The duty to report concerns about the management of safeguarding is part of the Staff Code of Conduct Policy, the Low Level Concerns Policy and the Whistleblowing Policy. It will also be reflected in staff training.

13.2 Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns.

13.3 The member of staff or volunteer should bring their concerns to the attention of the DSL, or in a case where the concerns relate to the actions or inaction of the DSL, to the Head.

13.4 However, where someone reasonably believes these reporting routes to be inappropriate or has reported concerns and no action has been taken, they should refer their concerns to Children's HUB (CHUB) directly or use the NSPCC whistleblowing helpline (see section 13 for contact details).

14 MONITORING AND REVIEW

14.1 The working of this Policy will be monitored by the DSL in the School who will report as required to the Head.

14.2 The Board of Governors will ensure that the school has an annual audit, as well as other periodic checks, in order to monitor the effectiveness of the School's implementation of these policies and procedures. The school will also carry out a review of the safeguarding incidents that have arisen and how they were managed.

14.3 The annual review will be reported back to The Board of Governors who will monitor compliance. The School's Health and Safety Committee will also consider the processes in place for promoting the welfare of the pupils.

14.4 The Board of Governors acknowledges its overall responsibility in ensuring that this Policy is effective in its implementation and meets all current regulatory requirements. On behalf of The Board of Governors the governors with responsibility for Safeguarding will undertake an annual review of this Policy and associated procedures, and the efficiency with which associated duties have been discharged, will be undertaken so that any deficiencies or weaknesses can be remedied without delay.

14.5 This policy is reviewed annually. The school also undertakes an annual Child Protection (Safeguarding) Review.

14.6 All existing staff have undertaken Prevent Training and new staff undertake the training upon their arrival.

15 KEY CONTACTS
15.1 School address:
Red House School
36 The Green
Norton
County Durham
TS20 1DX

Telephone: 01642 553370

15.2 School Key Contacts

Name	Title	Telephone	email
Rebecca Ashcroft	Head	01642 535353	rebecca.ashcroft@redhouseschool.co.uk
Victoria Duncan	Chair of the Board of Governors	Via the school office: 01642 553370	governors@redhouseschool.co.uk
Leanne Boyd-Smith	Governor - Safeguarding	Via the school office: 01642 553370	governors@redhouseschool.co.uk
Fiona Hunt	Governor – Deputy Safeguarding	Via the school office: 01642 553370	governors@redhouseschool.co.uk
Claire Thompson Head of the Senior School and Deputy Head	DSL (whole school including EYFS)	01642 553370	claire.thompson@redhouseschool.co.uk
Samantha Lindsay-Symington Director of Pastoral Care & Wellbeing	DSL (whole school including EYFS)	01642 553370	sam.lindsay@redhouseschool.co.uk
Tom Thorogood Head of Years 9-11	Deputy DSL (Senior School)	01642 553370	tom.thorogood@redhouseschool.co.uk
Susan Casey Head of Years 6-8	Deputy DSL (Senior School) Nov 2023	01642 553370	susan.casey@redhouseschool.co.uk
Vicky Smith Assistant Head of the Junior School	Deputy DSL (Junior School)/Named DSL in the EYFS	01642 535353	vicky.smith@redhouseschool.co.uk

15.3 Multi-agency Contacts

15.3.1 The Children's HUB Tel   01429 284284   Email   childrenshub@hartlepool.gov.uk

15.3.2 Emergency Duty Team (Out of Office Hours) Tel   01642 524552
Designated Education Officer: Jonathan Ord Tel Direct Line: 01429 523680

15.3.3 STOCKTON BOROGH COUNCIL LADO
Mr Phil Curtis
01429 284284 (CHUB)   0778769763 (Mob)   01429 401844 (Tel)
Email: philip.curtis@stockton.gov.uk.
Email: LADO@hartlepool.gov.uk

15.3.4 Tees Child Protection Web Base Procedures www.teescpp.org.uk

15.3.5 SMART (Early Help) Team
01642 528808.
smartadminmailbox@stockton.gov.uk
The SMART team is open Monday–Thursday 08:30am–5:00pm and Friday 08.30am–4.30pm (with the exception of bank holidays).

15.3.5 Prevent Strategy - Department of Education guidance on the 'Prevent Duty'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

https://www.gov.uk/government/publications/prevent-duty-guidance (comes into force on 31 December 2023)

15.3.6 Local Authority Single Point of Contact (SPOC)
(for concerns regarding FGM / Forced Marriage)
Marc Stephenson
Community Protection and Resilience Service Manager
01642 527173
Marc.Stephenson@stockton.gov.uk

15.3.7 Channel Panel Cleveland
The Cleveland Police Prevent office is resourced 0800 to 1600 Monday to Friday (Tel: 01642 301332) and can be contacted for advice before sending the referral where needed. Outside of those hours contact is via 101 Cleveland Police Contacts and ask for Prevent Team. Prevent Team: prevent.contest@cleveland.pnn.police.uk

Local Authority Prevent contacts:

- Hartlepool   Rachel.Parker@hartlepool.gov.uk   Tel: 01429 523226
- Stockton   Marc.Stephenson@stockton.gov.uk   Tel: 01642 527173
- Middlesbrough   Andrew_Shippey@middlesbrough.gov.uk   Tel: 01642 728690
- Redcar & Cleveland   Jay.hosie@redcar-cleveland.gov.uk   Tel: 01642 444679

15.3.8 Operation Encompass (Cleveland Police)- Stockton & Hartlepool contact:

Tracey Millward (Children's Safeguarding Liaison Officer)
Middlehaven Police Station
Bridge Street West
Middlesbrough
TS2 1AB
Telephone: 01642 306768 & Email: Tracey.Millward@cleveland.police.uk

15.3.9 Stockton Borough Council (SBC) Attendance & Exclusion Team
Tel: 01642 528732

15.4   Key contacts for children

- Childline: 0800 1111
- NSPCC: 0808 800 5000 & email: help@nspcc.org.uk
- Ofsted's Whistleblower Hotline: 0300 123 3155
- The Children's Commissioner: 0800 528 0731& email: advice.team@childrenscommissioner.gsi.gov.uk

15.5   Other useful contacts

- FGM reporting - non-emergency police contact number: 101
- NSPCC Whistleblowing Advice Line: 0800 028 0285 & email: help@nspcc.org.uk
  https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/
- UK Safer Internet Centre: 0344 381 4772 & email: helpline@saferinternet.org.uk
- Department of Education telephone helpline & non-emergency advice for staff and governors: 020 7340 7264

Updated by: Miss C Thompson & Dr R Ashcroft
September 2023

Ratified by: The Board of Governors
September 2023

APPENDIX 1: FURTHER SAFEGUARDING DEFINITIONS

1 Domestic Abuse

1.1 The cross-government definition of domestic violence and abuse is:

1.2 Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

1.3 Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice

2 Child Sexual Exploitation (CSE)

2.1 CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17-year olds who can legally consent to have sex.
- Can still be abuse even if the sexual activity appears consensual.
- Can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity.
- Can take place in person or via technology, or a combination of both.
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

2.2 Some of the following signs may be indicators of child sexual exploitation:

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

3 Child Criminal Exploitation (CCE)

3.1 CCE is not defined in law but is a term that has come to be associated with 'county lines'. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

3.2 Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity:

- In exchange for something the victim needs or wants.
- For the financial or other advantage of the perpetrator or facilitator.
- Through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual.

3.3 Child criminal exploitation does not always involve physical contact, it can also occur through the use of technology. The criminal exploitation of children is not confined to county lines but can also include other forms of criminal activity such as theft, acquisitive crime, knife crimes and other forms of criminality.

4 Honour Based Violence (HBV)

4.1 So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

4.2 Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

4.3 All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

5 Actions

5.1 If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

5.2 Where FGM has taken place, since 31 October 2015, there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

6 Radicalisation

6.1 Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

6.2 Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

6.3 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

6.4 There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

6.5 However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a referral to the Channel programme.

7 The Prevent Duty

7.1 All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty.

7.2 The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. DSLs and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and ICT policies.

APPENDIX 2: ADDENDUM FOR COVID-19

1 Introduction
1.1 Red House's Child Protection (Safeguarding) Policy can be accessed via the school website which all staff will have read. Additional to this all staff have read 'Keeping Children Safe in Education' (KCSIE) September 2023, relevant to their role, and have received continued safeguarding training.

1.2 This addendum provides guidance on our safeguarding arrangements in the event that operating practices are affected by COVID-19 and should be read by all staff.

1.3 We will continue to update this policy to ensure it reflects latest guidance from Government and the Local Children's Safeguarding Board (LCSB) and will communicate these updates to staff.

1.4 All staff are required to familiarise themselves with this guidance and subsequent updates as a mandatory part of their training.

2 DSL (DSL) and Deputy DSL
2.1 Guidance states it is an optimal scenario for any school providing care for children to have a trained DSL or deputy DSL available on site. It is recognised this may not be possible, and where this is the case, a trained DSL or deputy from the school will be available to be contacted via phone or online video - for example working from home.

3 DSL and Deputy DSL Training
3.1 It is acknowledged that face-to-face DSL training is very unlikely to take place during periods affected by COVID-19. Therefore, the school will use online training to ensure the DSL and Deputy DSL's remain up-to-date.

4 Vulnerable Children
4.1 Ensuring that vulnerable children remain protected is a top priority for the government. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with an EHCP. Children who fall into this category are monitored by the DSL and Deputy DSL's (vulnerable children) or the SENCo (EHCPs).

5 Attendance
5.1 Children are expected to attend school and the school will follow up absences in the usual way.

5.2 Where it is agreed, a pupil is particularly vulnerable and this is affecting attendance, the school will agree a plan of action with the parents with the aim to be for the child to return full-time to education.

6 Staff Training and Safeguarding Induction
6.1 All existing staff will already have had safeguarding training and have read KCSIE 2023, relevant to their role. The important thing for these staff will be awareness of any new local arrangements so they know what to do if they are worried about a child.

6.2 Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction. Reading this addendum will form part of that induction.

7 Safer Recruitment/Volunteers and Movement of Staff
7.1 It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. If we recruit new staff, they will continue to follow the relevant safer recruitment processes. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

8 Mental Health
8.1 Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and staff. We all need to consider this in our classroom and virtual interactions with our learners continually checking they are safe and on their mental health and emotional wellbeing.

9 Online in School
9.1 We will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the School's ICT systems or recommended resources.

10 Children and Online Safety Away from School
10.1 The starting point for online teaching should be that the same principles as set out in the School's Code of Conduct Policy and E-Safety and Pupil Acceptable Use of ICT Policy. This should amongst other things include acceptable use of technologies, staff/pupil relationships and communication including the use of social media.

10.2 We will also ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

10.3 An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. In any discussions you

have with our pupils you should check on their welfare both physically and within the on-line environment and, if issues arise, report these.

10.4   Further guidance and support can be found at:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

10.5   If you speak with parents, these communications should be used to reinforce the importance of children being safe online. It will be especially important for parents to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school their child is going to be interacting with online.

10.6   Parents may choose to supplement the school's online offer with support from online companies and in some cases individual tutors. In your communications with parents you should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

10.7   Support for parents to keep their children safe online includes:

- Internet matters - for support for parents to keep their children safe online
- Net-aware - for support for parents from the NSPCC
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents