



Pitsford School

School Policy Document

Name of Policy: Safeguarding Children Policy Sept 2024

Audience: Public

Date for Next Review: Autumn 2025

SLT Member(s) Responsible for Reviewing and Updating the Policy: FMK/ Governors

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Safeguarding Team

If you have any concerns about the safety and/or wellbeing of a child, please contact:

Designated Safeguarding Lead



Mrs Fidelma Kirk, Deputy Head

fkirk@pitsfordschool.com

Deputy Designated Safeguarding Leads



Mr Peter Edwins
Head of Junior School

juniorhead@pitsfordschool.com



Miss Ailis Drysdale
Head of 6th Form

adrysdale@pitsfordschool.com



Mrs Pippa Smith
Head of KS4 (Y9 – Y11)

psmith@pitsfordschool.com



Mrs Sarah Goode
Junior School

sgoode@pitsfordschool.com

Safeguarding Governor

Mrs Joan Harrop

Contact via Clerk to Governors:
ssherlock@pitsfordschool.com

You can also call the School Office on 01604 880306 and ask to speak to Mrs Kirk or Mr Edwins

Please ask to see a printed copy of our Safeguarding Policy, or find it on the School website at:

<https://www.pitsfordschool.com/about-us/policies>

Other contacts:

- LSCBN Multi-Agency Safeguarding Hub (MASH) 0300 126 7000 or Out of Hours 01604 626938
 - NSPCC advice and/or reporting www.nspcc.org.uk or 0808 800 5000
- Northamptonshire Safeguarding Children Partnership www.northamptonshirescb.org.uk
 - Leicestershire & Rutland Safeguarding Children Partnership www.lrsb.org.uk

REMEMBER: If you think a child is in immediate danger, don't delay – call the Police on 999



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1. Introduction

1.1 The Duty of the School

Pitsford School wants to safeguard and promote the welfare of children who are pupils at the School, including EYFS, Private Foster Care Pupils or those in attendance at our various school activities. Safeguarding and promoting the welfare of children is everyone's responsibility.

Pitsford School recognises its duty to consider the best interests of the child at all times and to take action to enable all children to have the best outcomes. This policy applies to everyone who works with, volunteers or comes into contact with children at the school. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Pitsford School accepts its duty to have in place procedures to help any of its pupils in need of protection. These will include:-

- Being able to recognise the signs and symptoms of abuse,
- Be available to speak to children in need,
- Be able to elicit information from them,
- Act appropriately upon this information.

The School will nominate a designated member of staff to be Designated Senior Lead (DSL) who will coordinate and pass on as much information as possible about the recognition of child abuse, statutory procedures, child protection plans, etc. to everyone working at the School. The DSL is responsible for ensuring clear procedures for transfer of safeguarding concerns within school and between school and the local authority; ensuring that the school and local statutory children's agencies work well together. The Designated Safeguarding Lead must be a member of the senior leadership team. This is currently Mrs Fidelma Kirk, the Deputy Head Teacher. Any appointed deputies must have the same job description, responsibilities and training as the DSL.

This policy applies to the EYFS, which has additional procedures specific to the Early Years Foundation Stage. (See Appendix 3) The EYFS designated person is Mr Peter Edwins. The DSLs will work closely together to ensure best practice throughout the school.

Parents will be informed of the School's responsibilities to ensure the welfare of all its children and that occasionally this responsibility may require consultation with outside agencies.



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Any deficiencies in child protection arrangements will be remedied without delay. This policy and the efficiency with which duties have been discharged are reviewed annually by the Governors at their Full Board Meeting.

All staff and volunteers are asked to adopt an attitude of 'It could happen here' where safeguarding is concerned.

In all cases a speedy resolution of any concern is the School's priority.

In addition, the School operates safe recruitment procedures and also issues guidelines to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This policy is made available to parents via the school website.

1.1.1 Recording and Storing Information

Any safeguarding concern must be logged with My Concern electronically. Any hard copy documents will be kept in the Safeguarding Children File. From September 2022 these will be scanned to My Concern. My Concern is a secure portal and staff will be briefed and given permissions appropriate to their role. The Safeguarding Children File is kept in the Headmaster's Office. This is kept completely separate from the children's own files to ensure confidentiality. A log is kept of when the file is accessed and why. It is reviewed annually by the DSL. KCSIE 2024 reinforces the importance of compliance with the Data Protection Act 2018 and the UK GDPR when handling personal information.

Records should contain:

- **a clear and comprehensive summary of the concern**
- **details of how the concern was followed up and resolved, and**
- **a note of any action taken, decisions reached and the outcome.**

This will also help if/when responding to any complaints about the way a case has been handled by the school

1.1.2 Visitors

All staff, including temporary and voluntary, and visitors will be made aware of the school's safeguarding arrangements, and will be required to provide identification and to wear a badge identifying them as a visitor. Visitors will be required to read our visitors' and volunteers' leaflet which outlines the responsibilities that adults have towards the children in Pitsford School. This also includes guidance on safer working practice. Longer term volunteers will be given induction training as any other member of staff. The names and locations of the lead staff for safeguarding will be emphasised: Fidelma Kirk and Peter Edwins. All visitor badges are also labeled with this information.

1.1.3 Communicating the policy to parents and pupils

The policy is available to parents on the school website. Tutors will explain the safeguarding arrangements and procedures to their tutees during tutor time.

1.1.4 Communicating the policy to staff

The school has a duty through the appointment of designated safeguarding leads to communicate safeguarding arrangements and procedures to all staff and to ensure that they



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understand how they relate to the protection of children. Sections 3 and 4 of this policy cover this in detail.

1.1.5 Information Sharing

Practitioners must have due regard to the relevant data protection principles which allows them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Staff should be confident of the processing conditions that allow them to store and share information for safeguarding purposes. Safeguarding of children and individuals at risk 'is a processing condition which allows practitioners to share 'special category data' – that is information without consent where there is good reason to do so. A link to a Data Protection Tool Kit can be found in the appendix of this policy.

1.1.6 Sharing information with safeguarding partners.

As part of meeting a child's needs, we recognise the importance of information sharing between professionals and local agencies. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

1.1.7 Transferring information between Schools

Where children leave the school or college, the designated safeguarding lead will ensure that the child protection file is transferred to the new school or college within 5 days of the new term or within 5 days of the child attending a new setting (for mid-year transfers). This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

1.1.8 Admissions and attendance

The registrar and office manager are responsible for overseeing the admissions and attendance register respectively. The tutor will monitor attendance and address it when it is poor or irregular. If initial intervention is unsuccessful, the tutor will inform the DSL who will investigate reasons for absence and take appropriate action in line with the guidance from the schools' inclusion partnership. The DSL will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. Where reasonably possible we aim to hold more than one emergency contact number for each pupil. This is beyond the legal minimum but is good practice and gives us more options to contact a responsible adult if a child missing in education is also identified as a safeguarding concern.

1.2 Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

1.2.1 Governing Bodies

Governing bodies have a strategic leadership responsibility for **the school's** safeguarding arrangements. The governing body will appoint a senior board level (or equivalent) Governor Safeguarding Lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. The Governor Safeguarding Lead is **Mrs Joan Harrop**.

Governors will ensure that there are mechanisms in place to assist staff in understanding and discharging their statutory safeguarding roles and responsibilities. Governors will ensure that the school is working with local safeguarding partners and that the school contributes to multi-agency working, adhering to



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Working Together to Safeguard Children (2018). All governors will read KCSIE and a record will be kept of this.

Part 2 of KCSIE sets out the responsibilities of governing bodies and our **school governors will adhere to this guidance at all times**. As part of these responsibilities the governors will;

- ensure that they comply with their duties under statutory guidance and legislation including its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements;
- work to facilitate a **whole school approach** to safeguarding, by ensuring that safeguarding and child protection underpin all relevant aspects of policy and process;
- ensure that policies, procedure and training at **Pitsford School** are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning;
- ensure that the **school** takes into account local criteria for action and protocol for assessment and supply information as requested by the three safeguarding partners;
- ensure that the **school** has an effective child protection policy, which is published on the **school** website, firefly and available in paper copy if asked and review this annually;
- ensure that the school has systems in place to allow children to raise concerns, which are well-promoted, well-understood and easily accessible;
- ensure that the school takes safeguarding concerns seriously and takes the wishes and feelings of children into account;
- ensure that there are systems in place for young people to safely express their views and give feedback on safeguarding practice;
- ensure that the **school** has a suitable behaviour policy for pupils and a staff behaviour policy or Code of Conduct;
- ensure that all staff undergo safeguarding and child protection training on induction;
- consider a whole-school approach to online safety, including the use of mobile technology in school;
- ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- ensure that children are taught about safeguarding, including online safety. See section 10.6 and Appendix F of this policy for further information;
- ensure that an appropriate safeguarding response for children who go missing from education is in place;
- appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead and ensure that the DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- ensure that appropriate filters and monitoring systems are in place to keep children safe online and *regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are:*
 - *aware of and understand the systems in place*
 - *manage them effectively*
 - *know how to escalate concerns when identified*
- ensure that there are appropriate procedures in place to manage safeguarding concerns, or allegations against staff including allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure and respond to allegations of abuse against the headteacher. The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the head teacher, where appropriate.



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Governing bodies should ensure that all governors receive appropriate safeguarding and child protection 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.

1.2.2 The role of the Headteacher

The headteacher is responsible for the implementation of this policy. The headteacher will:

- ensure that this policy is reviewed annually and ratified by the governing body;
- ensure that this policy and associated procedures are adhered to by all staff and take action as necessary if not;
- ensure that staff (including temporary staff) and volunteers are informed of our systems that support safeguarding, including this policy, as part of their induction.
- ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description, that they have appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent;
- decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- organise appropriate cover for the role of Designated Safeguarding Lead for any out of hours/out of term activities;
- appoint a 'Designated Teacher for Looked After and Previously Looked After Children' to promote the educational achievement of children looked after and previously looked after;
- appoint a lead for online safety. At Pitsford School this is Mrs FM Kirk.
- ensure that all recruitment follows the safer recruitment guidance (see Part 3 of KCSIE) and a single, central record is maintained with details of all members of staff who are in contact with children;
- respond to allegations of abuse against all other members of staff and act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate;
- make decisions regarding all low-level concerns,
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- ensure that **the school** works with social care, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012);
- ensure that children's social care (from the host local authority or placing authority) have access to **the school/college** to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education;
- **ensure the relevant staffing ratios are met and**
- **make sure each child in the Early Years Foundation Stage is assigned a key person.**

1.2.3 The role of the Designated Safeguarding Lead

The full responsibilities of the DSL are set out in Annex C, KCSIE .



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The DSL is a member of the Senior Leadership Team.

Our DSL is **Mrs FM Kirk, Deputy Head Pastoral.**

The DSL takes lead responsibility for child protection and wider safeguarding including Online safety.

When the DSL is absent, the deputy/deputies – Mr P Edwins, Miss A Drysdale, Mrs P Smith, Mrs S Goode – will act as cover.

If, in the unlikely event, the DSL and deputies are not available, Dr Walker or the Assistant Heads will act as cover (for example, during out-of-hours/out-of-term activities).

Any deputies will be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

The Designated Safeguarding Lead will;

- take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
- Identify if children may benefit from early help;
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff that work directly with children have read and understood Part 1 and Annex B of Keeping Children Safe in Education;
- Ensure all staff that do not work directly with children have read either Part 1 or Annex A (as appropriate) of Keeping Children Safe in Education;
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves **the school.**
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;



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- Help to promote educational outcomes of children who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team; The DSL(s) will take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement. This will include understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential.
- We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Promote a 'culture of safeguarding', in which every member of the Pitsford School community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding at Pitsford School; and
- Liaise with the headteacher regarding safeguarding cases and issues.
- Have a good understanding of harmful sexual behaviour
- Know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search. This is likely to be a DSL but may be a tutor or trusted teacher if the pupil prefers.

The DSLs can be contacted out of hours by email on fkirk@pitsfordschool.com or pedwins@pitsfordschool.com

1.2.4 The Role of all staff at Pitsford School

Staff play a particularly important role because they are in a position to identify concerns in order to provide help for children. All staff;

- have a responsibility to provide a safe environment, where children can learn;
- will be trained so that they know what to do if a child tells them that he/she is being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- will be able to identify indicators of abuse and neglect;
- will be made aware of systems in **Pitsford School** that support safeguarding and child protection;
- will be made aware of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- should ensure that they know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- will be made aware of and should be clear on the school's policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it;
- will be made aware of the early help process and understand their role in it;



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- should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
 - may be required to support social workers and other agencies following a referral;
 - will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
 - should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
 - will receive regularly updated safeguarding and child protection training to cover all of the above, as well as online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 of KCSIE for further information) at induction.
 - will receive safeguarding updates throughout the year as part of continuous professional development;
 - will be encouraged to contribute to the development of safeguarding policy and practice;
 - should always seek advice from the Designated Safeguarding Lead if they are unsure; and
 - all teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).
 - Will reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
 - Provide a safe space for pupils who are LGBT to speak out and share their concerns
- All staff will be aware of:-
- The fact that children can be at risk of harm inside and outside of their home, at school and online
 - The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
 - and the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.
 - What to look for to identify children who need help or protection

All staff will be made aware of our systems and documents that support safeguarding, including this policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and any deputies, the behaviour policy .

All staff that work directly with children will be provided with a copy of, and must read, Part 1 and Annex B of Keeping Children Safe in Education (September 2023) annually and will receive annually updated training on their safeguarding roles and responsibilities.

Staff that do not work directly with children will be provided with a copy of either Part 1 or Annex A of Keeping Children Safe in Education (2023) and must read this document. We have agreed at Pitsford that Annex A is more suitable for our auxiliary staff such as cleaning staff who work outside the school day and do not work directly with children but need to support our safeguarding process.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

Although there are extensive mechanisms in place to support staff understanding in relation to safeguarding and child protection, there is an expectation that if staff are unclear on any aspects of school safeguarding policy or practice, they speak to the Designated Safeguarding Lead without delay, so that additional training can be put in place.



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1.3 Summary of guidance documentation

Statutory Guidance

- Keeping Children Safe in Education (2023)
- Working Together to Safeguard Children (2018)
- Multi-agency statutory guidance on female genital mutilation (July 2020)
- **Early Years Foundation Stage**
-

Legislation

- The Children Act 1989 and The Children Act 2004
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015
- The Rehabilitation of Offenders Act 1974
- Safeguarding Vulnerable Groups Act 2006
- Counter-Terrorism and Security Act 2015 (and the Prevent Duty guidance)
- The Education Act 2002
- The School Staffing (England) Regulations 2009
- **Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014.**
- The Equality Act (2010)
- **The Childcare (Disqualification) Regulations 2009 (and 2018 amendment)**
- **The Childcare Act 2006**
- **The Human Rights Act 1998**, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- **The Equality Act 2010**, which makes it unlawful to discriminate against people regarding particular protected characteristics. In the context of Pitsford School this means pupils or students may not be discriminated against because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation. This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils with certain protected characteristics (where we can show it is proportionate). This includes making reasonable adjustments for disabled children and young people. For example, it could include taking positive action to support girls where there is evidence that they are being disproportionately subjected to sexual violence or harassment
- **The Public Sector Equality Duty (PSED)**, which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

Guidance from the Northamptonshire Safeguarding Children Partnership (NSCP) can be found here: <http://www.northamptonshirescb.org.uk/>

The school also has regard relevant to non-statutory guidance relating to safeguarding, including:

- What to do if you are worried a child is being abused (2015)
- Guidance for safer working practice for those working with children and young people in education settings (2022)



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1.3 Names and contact details of Designated Safeguarding Leads and Safeguarding Governor

Academic Year	Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Leads (DDSL)	For EYFS and Juniors	Nominated Governor
2022-23	Fidelma Kirk	Rachelle Heard, (until April 2023) Fabrice Vie, Pippa Smith, Laura Cunningham, Peter Edwins (May 2023)	Peter Edwins, Sarah Goode	Joan Harrop
2023-24	Fidelma Kirk	Fabrice Vie, Pippa Smith, Peter Edwins, Sarah Goode	Peter Edwins, Sarah Goode	Joan Harrop
2024-25	Fidelma Kirk	Pippa Smith, Ailis Drysdale, Peter Edwins, Sarah Goode	Peter Edwins, Sarah Goode	Joan Harrop

Contact Fidelma Kirk: 016048 80306; 07703 824171;

Contact Peter Edwins 01604 880306;

Contact safeguarding@pitsfordschool.com

Contact Joan Harrop: 01604 880306;

email: fkirk@pitsfordschool.com

email: pedwins@pitsfordschool.com

email: jharrop@pitsfordschool.com

1.4 Review and training

This policy is reviewed regularly. It will undergo a full review annually and will be amended when necessary and in the light of new legislation.

At least once every two years our work in Child Protection is reviewed and audited. The safeguarding policies and procedures are reviewed by the DSLs in line with updates provided by ISI or DfE. The audit is undertaken using the NCC framework. The DSL will use this to examine the efficiency with which the related duties have been discharged and ensure that any deficiencies or weakness in safeguarding/child protection arrangements are remedied without delay. The DSL will report to the Governors at the Annual Autumn Meeting.

Review Date	Changes made (Y/N)	By whom	Date shared with staff
Aug 2017	Yes - significant	FMK	Aug 2017
Nov 2017	No	FMK	-
Feb 2018	Yes- Following ISI comments	FMK	Feb 2018
Aug 2018	Yes- in line with KCSIE Sept 2018 and WTSC July 2018	FMK	Sept 2018
Aug 2019	Yes – in line with KCSIE Sept 2019	FMK	Sept 2019



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Dec 2019	Yes – slight alteration to EYFS (FJ) and recognising October 2019 update and updated DSL training	FMK	Dec 2019
Mar 2020	Update – Appendix 6 response to school closure - COVID-19	FMK	Mar 2020/ May 2020
May 2020	Update appendix 6 response to phased reopening		
Sept 2020	Yes in line with KCSIE Sept 2020	FMK	Aug 2020
January 2021	Training Updated – update Covid - appendix	FMK	January 2021
August 2021	Yes – in line with KCSIE 2021 Appendices updated to include anti-bullying policy, Acceptable Use of Technology and Tapestry (EYFS)	FMK	August 2021
August 2022	Yes – In line with KCSIE 2022	FMK	August 2022
August 2023	Yes – In line with KCSIE 2023	FMK	August 2023
August 2024	Yes – In line with KCSIE 2024	FMK	August 2024

The Designated Safeguard Leads are trained every two years initially as New Designated Safeguarding Leads – and latterly Designated Safeguarding Lead Refresher Training. The Deputy DSL is trained to the same level as the DSL. Teaching Staff are trained in a manner that is regular and ongoing (see section 3.7). We ensure that a member of staff trained in Safer Recruitment is present at all interviews.

	Date of training	Training Provider
Designated Senior Lead	September 2014 (FMK)	LGSS(Northants CC)
Safeguarding Level 2	April 2015 (Joan Harrop)	LGSS
Designated EYFS	June 2015 (FJ)	LGSS (Northants CC)
Whole School Awareness	September 2015	FM Kirk (DSL)
Update: Scenarios and PREVENT	May 2016	FM Kirk (DSL)
Designated Senior Lead	November 2016 (Fidelma Kirk)	LGSS (Northants)
Safer Recruitment	June 2017 (Joan Harrop)	NSPCC Online
Whole school Awareness	September 2017	FM Kirk (DSL)
Designated Safeguarding Lead	November 2017(Frances Jeffrey)	LGSS (Northants)
Level 3 Safeguarding	November 2017 (Joan Harrop)	NSPCC
Safer Recruitment	February 2018 (Alisdair Tait)	NSPCC Online
Safer Recruitment	June 2018 (Craig Walker)	
Understand the DfE statutory Guidance Changes	July 2018 (Fidelma Kirk)	The National College
Whole School Awareness	September 2018	FM Kirk (DSL)
Whole School Online Safety	September- November 2018	FM Kirk/ Northants CC
Designated Safeguarding Lead	October 2018 (Charlotte King)	LGSS (Northants CC)
Designated Safeguarding Lead	November 2018 (Fidelma Kirk)	LGSS (Northants CC)
Whole School Awareness	September 2019	FM Kirk (DSL)
Designated Safeguarding Lead	November 2019 (Frances Jeffrey)	LGSS (Northants CC)



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Safer recruitment	May 2020 (Rachelle Heard)	NSPCC online safer recruitment
Designated Safeguarding Lead	August 2020 (Rachelle Heard)	HSTraining (DSL)
Safer Recruitment	August 2020 (Craig Walker)	NSPCC online
Whole School Awareness	September 2020	FM Kirk (DSL)
Designated Safeguarding Lead	January 2021 (Charlotte King)	HSTraining (DSL)
Designated Safeguarding Lead	December 2020 (Fidelma Kirk)	HSTraining (DSL)
Whole School Awareness	August 2021	FM Kirk (DSL)
Governors Training	January 2022	FMK Kirk (DSL)
Peripatetic Training	March 2022	FMK Kirk (DSL)
Designated safeguarding Lead	March 2022 (FMK/CSK/RH)	ESCO – Leslie Pollard
Safer recruitment	June2022 (FMK/BEH/JEW/CGW/JH)	IHasco
Whole School Awareness	September 2022	FMKirk (DSL)
Governors' Training	September/October 2022	FM Kirk (DSL)
Designated Safeguarding Lead	October 2022 (FBV/SG/ LLC) Nov 22 Refresher Training (PAS) May 2023 (PSE)	ESCO – Leslie Pollard
Whole School Awareness and ihasco Level 2	August 2023	FM Kirk DSL and IHasco
Whole School Awareness	September 2024	FM Kirk (DSL)
Designated Safeguarding Lead	September 2024 (ADD)	West Northants
Designated Safeguarding Lead	October 2024 (PAS/FMK)	West Northants



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2.0 The Policy

2.1 Aims

Through the pastoral structure of the School and through the teaching of PSHE, the School aims to create an ethos in which pupils feel secure and are able to go to an adult and talk about any problems they might have.

The School aims, through its safeguarding policy and pastoral structure, to be vigilant and to act upon any information regarding the abuse of its children. The School recognises that safeguarding does not happen in isolation and effective safeguarding is a result of adherence to a range of policies, procedures and considerations: safeguarding is everyone's responsibility.

The school aims to take a child-centred approach to safeguarding, meaning that staff should consider at all times what is in the best interests of the child and children should have a variety of options to speak about what is important to them and report concerns about their welfare.

In order to do this we:

1. Ensure the safety and wellbeing of all children at Pitsford School and have it known that it is everyone's responsibility to be vigilant and safeguard those in our care.
2. Create an environment in the School which encourages children to develop a positive self-image, regardless of gender, race, religion, belief, cultural – social or linguistic background, political views, special educational needs, sexual orientation or gender reassignment, pregnancy, maternity and disability.
3. Work with parents and staff to build their understanding of, and commitment to, the welfare of all our children.
4. Help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
5. Ensure children receive the right help at the right time to address risks and prevent issues escalating.
6. Use the prevent strategies to prevent radicalization.
7. Actively promote the Fundamental British Values and Principles.
8. Encourage children to develop a sense of autonomy and independence.
9. Enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
10. Encourage children to understand issues relating to safeguarding in an age appropriate manner.

At Pitsford School we recognise 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, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

2.2 Terminology

Within this policy:

- **'Parent'** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.
- **'Staff'** or **'members of staff'** refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors and volunteers working in or on behalf of Pitsford School.
- Keeping Children Safe in Education (2024) may be abbreviated to 'KCSIE'.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.



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Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

2.3 Elements of Safeguarding in Schools:



2.3 What children say they need

Our guidance to staff on what children say they need:

Vigilance: to have adults notice when things are troubling them.

Understanding and action: to understand what is happening to be heard and understood; and to have that understanding acted upon.

Stability: to be able to develop an on-going stable relationship of trust with those helping them.

Respect: to be treated with the expectation that they are competent rather than not.

Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.

Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response.

Support: to be provided with support in their own right as well as a member of their family.

Advocacy: to be provided with advocacy to assist them in putting forward their views (From WTSC July 2018.)



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In working to provide children with support, we include the views above of children in assisting our management of safeguarding. We include in our safeguarding concerns: 'children in need' and 'children at risk.'



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3.0 Procedures and Responsibilities

3.1 Procedures following a disclosure or observed concern

3.1.1 Procedure within the school setting

1. If a disclosure is made or it is suspected that a pupil is in need or at risk, his/her Form Tutor, Class Teacher or relevant adult may try to elicit sufficient information in order to inform further action, but not cause unnecessary stress to the child whilst doing so. Teachers need to recognise that safeguarding is not just prevention or reaction to abuse (see definitions in section 4 below) but also about the recognition of issues that include mental health, self-harming, drugs, or other issues such as children missing education, running away, FGM, CSE or at risk from radicalisation and extremism. Any concerns about a child's welfare should be reported.
2. Good practice, following these guidelines, is essential in such circumstances:
 - Always listen and take the child seriously;
 - Do not promise confidentiality;
 - Never ask leading questions;
 - Accept your own limitations and explain that you need to talk to someone else about this;
 - Reassure the child that it is not his/her fault;
 - Avoid showing personal feelings;
 - Avoid making promises which you cannot keep;
 - Make it clear that whatever happens, the School Staff will be there to offer support;
 - Ensure that the child is never given the impression that they are creating a problem by reporting any kind of abuse or neglect. Or that the child should feel ashamed for making the report.
 - Make sure that you know the School procedures.
3. The guidance in KCSIE is there to help a member of staff considering raising a concern. This is also summarised in section 4 of this policy. Suspicion of all forms of abuse or neglect are considered urgent and should be reported to the DSL immediately and certainly before the end of the school day.
4. **If the child is in immediate danger it may be necessary to refer it to the police (999 or 101) or children's social care (0300 126 1000) immediately.**
5. All information must be reported, in detail, to the DSL. The report should contain
 - A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome

As far as possible the child's words should be recorded verbatim. This should be reported using My Concern. In the event that a Safeguarding Concern Form (SCF) in Appendix 1 is used to record the information it should be handed in person to the DSL. If it cannot be handed to the DSL in person, it may be sent in the internal mail. In this case it should be placed in an envelope marked 'confidential' and an additional email (Subject: Safeguarding Concern Form) should be sent to let the DSL know with the Deputy DSL copied in. The referrer should expect an acknowledgement of this email and must follow this up if acknowledgement is not received.

In some situations it may be necessary to make initial contact by email or by phone; in this case a My Concern report should be completed following this report by the teacher making the referral as this record will be needed.

If the DSL is absent the Deputy DSL should be contacted.



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6. Upon receipt of the referral the DSL will decide the course of action to be taken. The action taken will be subject to the guidance given in the document 'Thresholds and Pathways' which can be found on the Northamptonshire Safeguarding Children Partnership website, and the link is also in the appendix of this document as we are specifically asked to make this document available to staff.

As well as the 'Threshold and Pathways' guidance there are a range of publications and tool kits to consider to assess the severity of the risk: These include the CSE Toolkit and the Neglect Toolkit. See Appendix.

7. The DSL or Deputy DSL will usually make the decision regarding whether a referral is needed after applying the threshold guidance and if a child is considered to have suffered or is at risk of serious harm will report immediately to the initial Contact Team at Multi agency Safeguarding Hub – MASH. The DSL or DDSL should always be contactable however in the exceptional circumstance of this not being possible it should not cause the delay of an action or referral. The DSL or Deputy should record all concerns, discussions and decisions made including the rationale for those decisions. These recordings should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc
8. All staff should be familiar with the types of abuse, neglect and exploitation and the common signs and indicators in order to be able to take appropriate action. This is summarised in Section 4 of this policy, but more detail can be found in KCSIE.
9. All staff should be aware of the early help assessment process, and understand their role in it. KCSIE 2024 emphasises the importance of early intervention and not waiting for a situation to get worse. Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to teenage years. Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care plan)
 - has a mental health need
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is frequently missing/goes missing from education, home or care,
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
 - is at risk of being radicalised or exploited
 - has a parent or carer in custody, or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - is misusing alcohol and other drugs themselves
 - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
 - is a privately fostered child. '
10. Where there are more complex needs, a referral to the local authority may lead to help provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns (reasonable cause to suspect a child is suffering or likely to suffer significant harm) a referral to local authority social care services should be made for further investigation and to decide if any action must be taken under section 47 of the Children Act 1989.
11. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (children in need) and Section 47 (a child suffering or likely to suffer, significant harm.)



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12. All staff should know what to do if a child tells them that he/she is being abused, neglected or exploited. Staff should know how to manage an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the Designated Safeguarding Lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation as this may not be in the best interests of the child.
13. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraph 55-60 of KCSIE (A summary of this process is on p22 and included in the appendix of this document). Staff may be required to support social workers and other agencies following any referral.
14. All staff should be aware of the specific processes and sensitivities following a report of sexual violence and harassment between children. Child on Child abuse procedures can be found in section 1.4 of this policy. Any report should be read and understood in context of our anti bullying policy and staff code of conduct. A Copy of these can be found in the appendix and a simplified version of the anti-bullying policy is in the pupil planner and on Firefly
15. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
16. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.
17. Staff should not assume 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 the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).

3.1.2 Procedure for children or parents wishing to make a report

1. Our pastoral structure is set up so that pupils and parents have close contact and access to the tutor or class teacher and the school hopes to set up an environment where a pupil or parents can discuss concerns with the tutor or class teacher.
2. Equally a pupil can go to another teacher if they feel more comfortable and,
3. If the concern is particularly confidential or sensitive pupils or parents may choose to go directly to one of the DSLs (contact details at the beginning of this policy). This can be in person or written as an email or note, which can be handed into the school office in an envelope marked confidential.
4. A member of the school pastoral team is in the library every day between 1pm and 1.30pm and is specifically available to talk to any pupil about any matter in confidence.
5. Our School listener is also available in the library every break-time and lunch time between 1.30 and 2pm.
6. There is also an online report button on the firefly dashboard which is an alternative reporting mechanism for anything that a pupil might want to share. This sends a message directly to the safeguarding team. It is anonymous although we would encourage a child to share their name if possible so that we can help.
7. Our Senior Prefects are also trained to receive and pass on reports.



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3.1.3 Procedure for making a report to Children's service

The following procedure will normally be undertaken by the DSL after being made aware of an issue by a member of staff but any member of staff may make a direct referral to the MASH team following the procedures below should they need to.

1. If the child is considered to have suffered or is at risk of suffering serious harm it will be reported immediately to the **Initial Contact Team at the Northamptonshire Childrens' Safeguarding Partnership, Multi-Agency Safeguarding Hub - MASH -(0300 1261000; out of hours: 01604 626938)**. The referrer will need the child's details including: name, address, date of birth, names and dates of birth of parents and doctors details. An operator will answer the phone and take details of the problem and your contact details. They will require the pupil's name, date of birth and postcode. They will pass you over to a duty social worker.

Leicester and Rutland where many of our students live, can be contacted on their First Response Children's Duty Team helpline at 0116 305 0005 (24hr Line).

Supporting information can be found online on the relevant Local Safeguarding Partnership websites: Northamptonshire has a website to provide a range of supporting information: <http://www.northamptonshirescb.org.uk/>

Leicestershire has an equivalent website at www.lrsb.org.uk

2. The referrer must also be able to outline the nature of the suspected abuse, to whom the child has disclosed the information, or why the abuse is suspected. An online referral form should be completed which can be accessed at: <http://www.northamptonshirescb.org.uk/health-professionals/taking-action/how-to-make-an-online-referral/>
3. When completing an online referral it is important to give as much detail as possible, including any steps taken in school. **It is necessary to give the contact details of the referrer and the contact details of the person who observed the concern or received the disclosure.** For this reason it is essential that the school's SCF is completed fully and coherently and signed by the member of staff who observes or receives the concern. It is highly likely that someone from the MASH team will need to make contact, so alternative contacts should be included if contact with the referrer may be difficult.
4. Arrangements will be made for contact with a DSL during out of hours and additionally suitable provision for school holiday periods when school activities are in session. During school holidays when no activities are in session, a member of SLT is always on call who can make contact with a DSL in an emergency.
5. If making a referral: it is not a requirement to get permission from parents.
6. The DSL or other relevant person may be asked to attend conferences or meetings after the referral. This other relevant person could be the member of staff who observed the concern or received the disclosure.
7. **Other considerations for referrals**
 - (a) If there is no immediate risk it may be decided to call the Safeguarding Children Partnership for advice or keep the situation under review.
 - (b) If the child is considered to be in need of additional support from one or more agencies an inter-agency assessment following the Northampton Safeguarding Partnership procedures.
 - (c) If the child is believed to be a victim of, or at possible risk of, FGM the School has a duty to inform the police. Contact: 101 - the non-emergency police number. If a teacher, in the course of their work in the



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profession, discovers that FGM appears to have been carried out on a girl under the age of 18, the teacher has an individual responsibility and must report this to the police. FGM is one example of crime known as 'honour-based' violence (HBV). HBV encompasses crimes which have been committed to protect or defend the honour of the family and/or community. Other examples include forced marriage and practices such as breast ironing. All forms of HBV are abuse, regardless of motivation, and must be handled and escalated as such. Further information can be found in section 4.

- (d) If the child is believed to be at risk of extremist behaviour or influences: contact 101- the non-emergency police number or 0207 340 7264 for the DfE dedicated telephone for emergency advice for staff and governors; email counter-extremism@education.gsi.gov
- (e) If the abuse is by one or more pupils against another pupil (known as child-on-child abuse) and there is 'reasonable cause to suspect the child is suffering or likely to suffer significant harm', it will be referred to the local authority as a child protection concern. Pitsford School will act robustly and appropriately to all bullying concerns- see anti-bullying procedures in the school planner and in the staff handbook. Since September 2018, specific training is included for all staff for managing a report of sexual violence or harassment between children.
- (f) If the abuse is by a parent or carer the child must be protected and the School must act on advice given by the LSCP. It may be that the child cannot be sent home pending the arrival at school of a Social Worker and/or the Police. School must await the outcomes of the investigations and act upon the decisions made by the LSCP.
- (g) If the abuse is by a member of staff see section 3.4.
- (h) In any situation where a child is considered in need, the DSL is in a position to decide or take appropriate advice on whether to involve the parents (usually), recommend that the child sees the GP, implement an Early Help Assessment (EHA- formally CAF) or consider a referral to other agencies such as CAMSH or Hospital Outreach.
- (i) Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote welfare and to protect the safety of children.
- (j) A record must be kept in the Safeguarding Children File of this and any further related events that occur and reports of these events must be submitted to the CYPS (Children and Young Person's Services).
- (k) The DSL or Deputies should also liaise with the three safeguarding partners in line with guidance from Working Together to Safeguard Children and Guidance from NPCC-'When to Call The Police.' Links to these documents can be found in the appendix.

3.1.4 Response to a referral

1. Once the referral has been accepted by local authority children's social care the lead professional role falls to a social worker. The social worker should clarify with the referrer, when known, the nature of the concerns and how and why they have arisen. Within one working day of a referral being received, a local authority social worker should make a decision about the type of response that is required. This will include determining whether:
 - (a) The child requires immediate protection and urgent action is required;
 - (b) The child is in need, and should be assessed under section 17 of the Children Act 1989;
 - (c) There is a reasonable cause to suspect that the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
 - (d) Any services are required by the child and family and what type of services; and



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(e) Further specialist assessments are required in order to help the local authority to decide what further action to take.

2. Action to be taken:

- (a) The child and family must be informed of the action to be taken.
- (b) Local authority children's social care should see the child as soon as possible - if the decision is taken that the referral requires further assessment.
- (c) Where requested to do so by the local authority children's social care, professionals from other parts of the local authority such as housing and those in health organisations have a duty to cooperate under Section 27 of the Children Act 1989, by assisting the local authority in carrying out its children's social care functions. This duty also applies to other local authorities.

3.1.5 Arrangements for dealing with child on child abuse.

We recognise that abuse can take many forms including abuse by one or more pupils against another pupil. This may be an isolated instance or indeed a series of instances over a period of time. This could include but is not limited to: Bullying, including cyber bullying, physical abuse, sexual violence, upskirting (this typically involves taking pictures beneath a person's clothing for sexual gratification or to cause distress and is now a criminal offence), youth produced sexual imagery, hazing or initiation type rituals.

Colleagues are requested that where there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm', that any such abuse will be referred to the DSL. In the event of any disclosures about pupil on pupil abuse, colleagues are asked to treat all children involved, whether perpetrator or victim, as being at 'risk'. Staff are requested to treat such incidents in the same way as any other safeguarding or bullying matter and to follow the procedures set out in this policy and in the Anti-Bullying Policy – this means a zero tolerance to this behaviour. Concerns of bullying will always be taken seriously and not dismissed as 'banter' or 'part of growing up.' It is also the case that while we recognise the gendered nature of child on child abuse, all child on child abuse is unacceptable. While research suggests that boys are more likely to be perpetrators of child-on-child abuse and girls more likely to be victims, no assumptions will be made. Equally if no reports are being made we will recognise that abuse may still be taking place and is simply not being reported.

The link below is to Sexual Violence and Sexual Harassment Between Children In Schools and Colleges and sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred. All staff are aware of the reports of children in 'Everyone's Invited' - and Pitsford School is clear that not only do we have to have clear procedures to support children in reporting of child-on-child abuse but our part in being proactive in creating a culture of respect, moreover staff need to understand the scale of this abuse, that it can happen inside or outside of school or online and that it will often not be reported so staff should be alert to changes in a pupil's behaviour or overhearing something that gives rise to concern.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/99923/9/SVSH_2021.pdf

All staff should be aware of the procedures for dealing with instances of child on child abuse. All efforts should be made to minimise the risk of child on child abuse by:

- Appropriate supervision of pupils.
- Appropriate education through PSHE and other forums such as assemblies that promotes kindness and community spirit.
- Effective discipline that provides consequences for poor behaviour.
- Culture of openness that encourages pupils to talk if they have an issue and calls out low level unacceptable behaviour such as teasing and name calling.



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- Training of staff and senior pupils.
- Ensuring that all staff and pupils are familiar with the guidance in the safeguarding and anti-bullying policies. There is a simplified version in the pupils' planners.
- All of the above refers to behavior on and offline.
- Recognising that behaviour in this category that is presented as consensual is still likely to be a concern – consensual does not make it right. We will to keep record and respond to reports of inappropriate conduct within intimate relationships.

1. Bullying.

A bullying incident should be treated as a child protection concern where there is 'reasonable cause to believe that a child is suffering, or is likely to suffer, significant harm.' The DSL should access all information available to the school about the child and refer to Childrens' Social Care.

2. Youth Produced Sexual Imagery (and Sexting).

'Sexting' is the act of sending, receiving, or forwarding sexually explicit messages, photos or images via mobile phone, computer or other digital device. These messages, photos and images are often distributed through email and internet based social networking websites well beyond their original intended recipients.

Sending or receiving a sexually suggestive image of a person **under the age of 18** is a crime and it is considered child pornography and can result in criminal charges.

Sexting is not acceptable under any circumstances, including banter between pupils or between adults.

Staff who become concerned about a sexting issue in relation to a device in the possession of a pupil should:

- i. Secure the device (consistent with DFE advice Searching Screening and confiscation – Advice for Headteachers, School staff and governing bodies (DFE February 2014, page 11)).
- ii. Pass it immediately to the DSL.
- iii. Not look at or print any indecent images.

The DSL will make a judgment on whether the sexting is experimental or aggravated.

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behavior by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, revenge porn, applying pressure to groups or individuals to produce indecent images or creation or sending or showing images without the knowledge or against the will of the young person who is pictured.

Aggravated incidents of sexting will usually be referred to LSCPN MASH for advice about whether or not a response by the police and/ or Children's Social Care is required.

The DSL will make a judgment about whether or not a situation in which indecent images have been shared with a small number of others, in a known friendship group with no previous concerns, constitutes an aggravated incident. However any pupils who have engaged in sexting must expect to receive a serious school sanction, the severity of which will depend on the specific nature of the incident. Parents will be informed and a meeting convened to discuss the incident and strategies put in place to help change their behaviour.

Those who have been the victim of sexting will be given appropriate support following discussions with their parent/ guardian and, where appropriate, relevant external organisations.

3. Sexual violence and sexual harassment between children.



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The school's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Effective safeguarding practice includes:

- not promising confidentiality at this initial stage, as it is very likely a concern will have to be shared further (for example, with the Designated Safeguarding Lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The link for this guidance can be found in the appendix. The key consideration is for staff not to view or forward illegal images of a child. The advice from UKCCIS provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the Designated Safeguarding Lead (or deputy)). However, this might not always be possible; and
- informing the Designated Safeguarding Lead (or deputy), as soon as practically possible, if the Designated Safeguarding Lead (or deputy) is not involved in the initial report.

Actions and risk assessment following allegation of sexual violence or sexual harassment between children in school.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

The Designated Safeguarding Lead (or a deputy) will seek to ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be



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required. Any such professional assessments should be used to inform the schools or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

The Designated Safeguarding Lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children or school staff; and
- other related issues and wider context.

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst we establish the facts of the case and start the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim. We will also consider how best to keep the victim and alleged perpetrator at a reasonable distance apart on school or college premises and on transport to and from the school, where appropriate. These actions are in the best interests of both children and will not be perceived to be a judgment on the guilt of the alleged perpetrator. In other cases of sexual violence and harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport, should also be considered immediately. A form for creating a risk assessment can be found in the safeguarding area on firefly.

Options to manage the report

It is important that we consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss the next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop us from taking immediate action to safeguard our children, where required. There are four likely scenarios to consider when managing any reports of sexual violence and/or sexual harassment.

Scenario 1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, it may be appropriate to take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising our behaviour and bullying policies and by providing pastoral support.

Scenario 2. Early help Assessment

- In line with 1 above, the school or college may decide that the children involved do not require statutory interventions, but may benefit from an early help assessment. Early help means providing support as soon



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as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. Full details of the early help process are in Chapter 1 of Working Together to Safeguard Children.

Scenario 3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to local children's social care.
- At the referral to children's social care stage, we will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, we will ensure that we are working alongside, and co-operating with, the relevant lead social worker.

Scenario 4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) is clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, we will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that we are supporting the child in any decision they take.
- Where a report has been made to the police, we will consult with the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. We should also discuss the best way to protect the victim and their anonymity.
- The DSL must be aware of the arrangements of the specialist units of the local police unit that investigates child abuse.

Unsubstantiated or Malicious reports

KCSIE clarifies considerations and procedures for unsubstantiated reports, including whether this is a cry for help or in the case of malicious reports, the disciplinary action that should follow.

Whatever scenario forms the response to the referral, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

3.1.6 Mental Health

All staff should be aware that mental health concerns can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. As a member of staff at Pitsford School, you know our children well and are well placed to observe children day to day and identify behavior that might suggest they may be experiencing mental health problems or be at risk of developing one.

Staff should be aware that children's experiences of abuse, neglect or other traumatic experiences may have long lasting effects through childhood, adolescence and into adulthood, and have an impact on their mental health, behavior and education. Staff should not attempt diagnosis but speak to the DSL or a DDSL about next steps which may include referral to a professional. We also have a school listening service. Further advice and guidance is in the appendix – including resources for lessons, some of which are



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incorporated in PSHE. See also appendix 5 regarding safeguarding in the context of returning to school after lockdown.

Any mental health concern should be recorded and reported to the designated safeguarding lead or a deputy as per our procedures for any safeguarding disclosure or observation using an SCF.

For full details of our approach to promoting wellbeing and supporting mental health, including referral process please see the Mental Health and Wellbeing Policy.

3.1.7 Appropriate Adult

In the case of involvement of the police the DSL will ensure that an appropriate adult will “support, advise and assist” the young person, and also “observe whether the police are acting properly and fairly to respect [the young person’s] rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not”.

3.2 Staff recruitment

The School follows the Safe Recruitment Procedures. The Head, Bursar, a number of senior staff and a Governor are all trained in Safer Recruitment Procedures. The bursar keeps records of all checks and documentation carried out on prospective staff with regard to part two of KCSIE. KCSIE has updated its recommendations this year to advise for online checks and screening to take place.

3.3 Children living away from home

The school has a responsibility to recognise the vulnerability of pupils who are not living in their natural home setting. This includes pupils staying with host families (Private Foster Care), looked after children, those in homestay and pupils who may need to reside for periods of time in hospital.

- 3.3.1 The school has a duty to notify the local authority of any circumstances when a child under the age of 16 (or 18 if disabled) is provided with care and accommodation in a home not including someone to whom they are related. The local authority will check the arrangements are suitable for that child.
- 3.3.2 The Headmaster is responsible (through his PA and Registrar) for liaising with our Guardian agency ‘Gateway’, who are in turn responsible for the safeguarding checks of the host family. The DSL will work closely with CYPS to support the social worker allocated to pupils in private foster care. This will include CIN meetings as requested by CYPS and the sharing of information to support the welfare of the child. Whilst pupils at Pitsford School in private foster care are not typical of foster children, staff (and particularly tutors) should recognise that these pupils are far from home and family and linguistic and cultural barriers may make these pupils vulnerable to risk.
- 3.3.3 The most common reason for children becoming looked after is as a result of abuse or neglect. We must ensure that staff have the skills and knowledge to keep looked after children safe. We also must ensure that the appropriate staff have access to the necessary information they need in relation to the child’s legal status and contact arrangements with birth parents or those with parental responsibility. The DSL should also have the contact details of the pupil’s social worker and the name of the virtual school head. A child who was previously looked after remains potentially vulnerable and must be treated in the same way as a currently looked after child.
- 3.3.4 If a pupil has to continue their education in hospital for a period of time, or participates in homestay, the responsibility for the safeguarding of that pupil remains with the school.



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3.4 Procedures for allegations involving a member of staff or volunteer

A safeguarding allegation involving a member of teaching staff, support worker or a volunteer, should be communicated immediately to the Head and not discussed with any other member of staff. Such allegations will be of serious harm or abuse by any person working or looking after children in our school (whether that allegation relates to harm or abuse committed on our premises or elsewhere) or of any other abuse, which is alleged to have taken place on the premises or elsewhere.

There are two exceptions to this:

1. If the Head is away, the DSL and the Chair of Governors must be informed.
2. If the allegation involves the Head, the Chair of Governors must be informed without first informing the Head.

3.4.1 These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- Behaved in a way that has harmed a child, or might have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates that he or she would pose a risk of harm if they work regularly or too closely with children.
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children.

3.4.2 If an allegation is made against a teacher, the quick resolution of that allegation must be the clear priority to the benefit of all concerned. The school cannot undertake their own investigation of allegations without consulting the Designated Officer (Formally LADO - Local Authority Designated Officer), or in the most serious cases the police so as not to jeopardise statutory investigations. The DO should be contacted within one working day of an allegation once it is deemed to fulfil the criteria in section 3.4.1 above or if an allegation has been made directly to the police. In the case of serious harm the police should be involved from the outset. Where the allegation refers to an adult not directly employed by the school –eg a supply teacher – allegations should be dealt with properly. This means that where they are employed through an agency, the agency should be fully involved. Any reports about supply staff or contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified, in no circumstances should a school cease to employ a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome.

All reports to the DO must be made using the online referral system which can be accessed from this link:

<http://www.northamptonshirescb.org.uk/schools/referrals-eha/designated-officer/>

Advice can be sought by emailing:

LADOConsultations@nctrust.co.uk

3.4.3 Discussions with the DO should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. Schools should give due weight to the views of the DO and the policy when making a decision about suspension. Allegations against a member of staff who is no longer teaching should be made directly to the police.

3.4.4 The school does not require parental consent before reporting allegations to the Designated Office/Team of Officers (LADO). In borderline cases discussion with the Designated Office/Team of Officers (LADO) can be held informally and without naming the school or individual. With the permission of the Designated



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Office/Team of Officers the member of staff will be advised to contact their trade union or professional association for guidance.

- 3.4.5 In the case of serious harm, the police will be informed from the outset. We will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place, giving due weight to the views of the Designated Office/Team of Officers (LADO) and best practice when making a decision about suspension. Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct.
- 3.4.6 Any meeting or investigation will be consistent with our School Disciplinary Procedures (refer to HR manual).
- 3.4.7 Alternatives to suspension might be appropriate in some cases; possibilities include sending the member of staff on leave, giving him or her non-contact duties.
- 3.4.8 **Anonymous allegations** – if we are faced with an anonymous allegation of child abuse which names both a member of staff and a child we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff but not the pupil, or the pupil but not the member of staff, or indeed neither are named in the allegation, we will seek the advice of the Designated Office/Team of Officers (LADO). A record will be kept.
- 3.4.9 **Malicious or unsubstantiated allegations** -In the case of a malicious or unsubstantiated allegation, the allegation will not be referred to in employer references. Confidentiality will be maintained in line with current reporting restrictions.

The Child

A child who has been at the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a programme to meet his or her needs, which may involve CAMHS or an educational Psychologist. We will be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child receives we need to be sensitive that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances we may conclude that it is in the best interests of the pupil to move to another school. We would do our best to help him or her to achieve as smooth a transition as possible, working closely with the parents or guardians.

The member of staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of 'no smoke without fire'. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised, we recognize that he/she is likely to need professional or emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with a professional counselling outside the school community.

Where there has been a substantiated allegation against a member of staff, the school will work with the DO to determine whether there are improvements to be made to the school's procedures and practice to help prevent similar events in the future.

- 3.4.10 In such cases where an allegation of misconduct is substantiated and the person is dismissed, a fixed term contract is not renewed, the school no longer engages or refuses to employ a supply teacher provided by an employment agency, the school terminates the employment of a student teacher or other trainees,



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no longer uses the staff employed by contractors, no longer uses volunteers, where a staff member has resigned and/or voluntary withdrawal of supply teaching, contract working, a course of initial teacher training, or volunteering or the school ceases to use the person's services, or otherwise ceases to provide his/her services, the DO will be contacted by the Head so that a decision can be reached as to whether or not the school decides to make a referral to the DBS for consideration of inclusion on the barred list. In the case of a member of teaching staff, the decision will need to be made whether or not to refer this matter to the TRA to consider prohibiting the individual from teaching. Pitsford School will ensure its' legal requirement as an employer to make a referral to the DBS, if it believes that an individual has engaged in conduct that harmed (or is likely to harm) a child; if a person otherwise poses a risk of harm to a child. This will be undertaken by the Head. The school will, through the Head, inform the ISI Safeguarding division of the same circumstances.

For further details see the School's recruitment procedures.

3.4.11 It is the responsibility of the governors to ensure that procedures are in place to manage both safeguarding concerns and allegations against staff. If an allegation may meet the harms test, it should be addressed as per Part Four of KCSIE.

3.4.12 Allegation of abuse of a child who is not a pupil in the school - If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Pitsford School, we would immediately pass such information to the Local Children's Safeguarding Board to handle. We would then, if appropriate, interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc. in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

3.4.13 Safeguarding concerns that do not meet the harm threshold (*low level concerns*)

In the event that there is a safeguarding concern about a member of staff, we will adhere to guidance outlined in Part 4, Section 2 of KCSIE and Northamptonshire Safeguarding Children Partnership guidance. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

It is essential that low level concerns are reported. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that they are unsure about its seriousness and think it may not meet the harm threshold it should still be reported to the Headmaster as per any other concern. Such behaviours can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. We will act quickly, proportionately and appropriately in the event of a low level concern, to prevent abuse or harm of a child and to promote a culture of safeguarding. Dealing with low level concerns also protects those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Staff will receive training about what may constitute a low-level concern. More information can be found in Part 4 of KCSIE.

Procedures for reporting low level concerns

Low level concerns should be reported to the headmaster.



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All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. These records will be kept in the headmaster's office.

The headmaster may:

- Speak directly to the person who raised the concern (unless it has been raised anonymously).
- Speak to the individual involved and/or witnesses.

The headteacher will then categorise the type of behaviour and decide on an appropriate course of action. This will be recorded, along with rationale for any decisions made and details of action taken.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. In the event that patterns and/or wider cultural issues within the school are identified, the school will either:

- take action through our disciplinary procedures;
- refer behaviour to the local authority designated officer/s where a pattern of behaviour moves from a concern to meeting the harms threshold; and/or
- revise policies or implement extra training as appropriate, to minimise the risk of behaviour happening again.

We will retain low level concerns information for a period of 2 years beyond the time a person is employed by the school.

3.4.14 Contact information:

LADOConsultations@nctrust.co.uk

Designated Officer Administrator - 01604 364031

West Northants: Designated Officer Andy Smith 07850 854309

AndSmith@childrenfirstnorthamptonshire.co.uk

North Northants: Designated Officer - Sheila Kempster 07831 123193

LADO Business Support can be contacted via phone:

Beth Panter – 07836 687 844 / Adebola Attah – 07836 690 052

Referral Form for LADO can be found at this link:

<http://www.northamptonshirescb.org.uk/schools/referrals-eha/designated-officer/>

3.4.15 Management and support

There should be transparency and accountability in relation to how concerns are received and handled. Provision for mediation and conflict resolution will be provided where necessary. Training and support will be provided for staff members.

The school has a telephone counselling service that is provided by our insurers. The number for this service is: 0117 934 2121. The service is confidential and takes place over the telephone. These calls are not recorded.

Where appropriate, the service includes outward referral to relevant voluntary and/or professional services and this number is displayed in staff areas around the school. This service is also available to any person who lives with you.

3.5 Staff behaviour

Clear guidance is set out as to appropriate conduct for staff working with pupils in the School. This can be found in the Staff Code of Conduct document included in Appendix 2 of this policy.

3.5.1 Pitsford School aims to foster an open environment where staff feel free to raise concerns. This includes aspects of poor or unsafe practice or any other potential failures in the School's safeguarding regime.



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3.5.2 Procedures for whistle-blowing are set out in the guidance but any concerns can be taken to the DSL, Head or Governors.

3.5.3 Breaches of the Staff Code of Conduct may lead to disciplinary action or other measures which could include training and mentoring if the thresholds for a DO referral are not met. Refer to the disciplinary procedure in the HR manual of the staff handbook.

3.6 Corporal punishment

Corporal punishment is prohibited. Any cases of corporal punishment will be dealt following the procedures in the preceding section of this policy (Procedures for allegations involving a member of staff or volunteer).

3.7 Staff training

The DSL and EYFS Designated Person will complete appropriate training in child protection and inter-agency working every two years. They are also expected to update their skills and knowledge at regular intervals via e-bulletins, meetings with other safeguarding leads and taking time to read and digest safeguarding arrangements.

All other staff / volunteers will be trained in-house at regular intervals and updated of any changes as per local safeguarding partnership requirements. Training materials including the Friday Bulletin updates are available to staff on Firefly – and these materials are regularly signposted.

All new staff and volunteers joining the school will be trained before they start their duties.

The induction training will include:

1. The School's Child Protection Policy.
2. The Staff Code of Conduct/Behaviour policy – to include, staff pupil relationships and communications and the use of social media.
3. The whistle blowing procedure.
4. The identity of the DSL.
5. A copy of part 1 of KCSIE and Annex B – All Staff working directly with children – Annex A is a condensed version that can be read as a discretionary alternative for those not directly working with children. All staff at Pitsford should read part one and Annex B unless specifically directed to read Annex A by the DSL.
6. Prevent Training – including the Homeoffice online training.
7. Training on managing and reporting specific safeguarding issues: sexting, child on child sexual violence and harassment.
8. Anti-Bullying Policy and Training
9. Training on Online Safety
10. Specific instructions on Children Missing in Education

All staff are required to read Part 1 of KCSIE (unless they have been directed by the DSL or governors to read Annex A which is a condensed version) and will receive regular updates to their training in staff briefings, INSET, or by email. These will be co-ordinated by the DSL or deputy DSL in order to assist staff to understand and discharge their role as per this guidance.

Staff who work directly with children are also required to read Annex B

Staff who are school leaders are required to read The whole document: KCSIE 2024 Part 1-5 and Annex B



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All staff will be trained concerning the risks of radicalisation and how to identify children at risk. All staff must complete the Prevent training module at:

<https://www.elearning.prevent.homeoffice.gov.uk/>

To ensure that staff understand KCSIE Part 1/Annex B, the following mechanisms are employed:

- (a) All staff attend training with specific reference to KCSIE Part 1 + Annex B and to clarify procedures in the policy for reporting and recording their concerns.
- (b) All staff are asked in routine briefings if any safeguarding issues have arisen.
- (c) Teaching staff meet in small groups to discuss any concerns about welfare and safeguarding practices and possible scenarios are covered in these meetings.

A record of training is kept by the DSL, staff are also asked annually to confirm that they have read the latest copy of KCSIE and the Updated Safeguarding Policy and Code of Conduct. This is also recorded by the DSL. The Head also asks staff to confirm that they are not disbarred, no members of their household are prohibited from working with children and that they are not taking any medication that may affect their behaviour. This record is held in the personnel records, by the Bursar.

3.8 Other Training

Governors:

Governing bodies should ensure that all governors receive appropriate safeguarding and child protection 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.

This training is regularly updated. It is delivered and tracked by the DSL in conjunction with the safeguarding governor.

Peripetetic Teachers: Self-employed teachers receive face to face training (in person or via video conference) with the DSL. Agency teachers provide agency certificate of training and have a face to face safeguarding briefing with the DSL.

Cleaning staff all receive a face to face briefing with the DSL and ongoing check-ins.

3.9 Off site activities and trips

Where service or activities are provided separately from another body, the Head will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding and child protection. Further guidance can be found in the Trips and Visits Policy in the HR manual.

3.10 PSHE/SMSC/RSE & Online Safety

A PSHE and RSE and Online Safety programme will be followed by all pupils that:

- a. Supports developmental stages of different age groups throughout the school with the aim to keep them safe. This education endeavours to be appropriate to our specific setting.
- b. Includes anti-bullying education, at least annually.
- c. Teaches pupils about safeguarding and health issues including body image and mental health.
- d. Teaches children about online-safety.
- e. Develops skills to build resilience to radicalisation.



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- f. Sex and Relationship Education. This is integrated into the PSHE Curriculum and is governed by a separate policy which can also be accessed on the school website.

PSHE is delivered by the tutors under the guidance of the Deputy Head Pastoral, and is supplemented by assemblies and workshops. A separate policy for PSHE and SRE can be found in the staff handbook and on firefly.

In order to minimise the risk of danger from influences outside of the school, and particularly mindful of the risks of CSE and radicalisation:

- It is the responsibility of organising staff to ensure that visiting speakers are appropriate.
- The names of any planned visiting speakers must be given to the Headmaster at least a week before the date of visit.
- Information for local counseling services and helplines should be displayed prominently around school to provide access to appropriate support for pupils who need it.
- IT filtering systems are in place to ensure that pupils are protected from inappropriate content.

Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment...These will be underpinned by the school behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum."

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NB: A copy of our PSHE Policy is available on the school website

3.11 Online Safety and procedures for dealing with inappropriate illegal internet material

All staff should be aware that the use of technology has become a significant component of many safeguarding issues: Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Child sexual exploitation; radicalisation; sexual predation and sharing of inappropriate images from organized gangs and predators is a risk. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. Technology often provides the platform that facilitates harm.

An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
- **Commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group <https://apwg.org/>



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Education

Opportunities to teach safeguarding, including online safety, are integrated into the PSHE/SRE programme and into the wider school curriculum.

Filters and monitoring

The School will do all that is reasonable to limit children's exposure to the above risks from the school or college's IT system. As part of this process, we ensure that we have appropriate filters and monitoring systems in place. This is balanced with the educational needs of our pupils and the age of the pupils across the school and a consideration of those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

As part of our safeguarding meetings, the DSL, Safeguarding Governor and Network manager review and discuss what needs to be done to continue meeting this standard.

More detail on this is laid out in our online safety policy and staff should be familiar with its contents. *****

Devices with access to personal data

Access to the internet via 3G,4G and 5G means that many pupils can have unlimited and unrestricted access to the internet via their mobile phones. Usually pupils may only have access to their phones in school when they are in Year 11 and the Sixth Form. Pupils in younger years who need phones to travel to school must hand them into the office at the beginning of the day and collect them after their last lesson or activity.

Any pupil who has permission to bring their phone (or any device capable of using data) must be given guidance on acceptable use. This includes only using the device in designated areas and at set times. No mobile devices can be used in changing rooms and toilet areas. No pictures or videos may be uploaded onto any social networking site. All parents will sign an acceptable use policy to confirm that they have read the conditions in which devices brought to school, or used at home for home learning, will be used.

Pupils on residential trips will get specific guidance on use of mobile devices appropriate to the setting. This will usually mean that they are collected in after a set time in the evening.

Full Guidance is also given in our Online Safety Policy.

Procedures for dealing with inappropriate or illegal internet access or material

- Pitsford School has installed web filtering software to ensure the protection of its pupils whilst accessing the internet. It is recognised that no software is infallible, and the following procedures will be abided by where necessary. In addition, some pupils will have access to the internet via mobile data.
- Discovery of inappropriate websites, by staff or pupils, should be reported immediately to the DSL, who in liaison with the network manager will consider referral to CEOPS and the Police.
- Illegal material of a sexual nature within the school's network must always be reported to the police. Any incident that involves inappropriate adult access to illegal material on Pitsford School premises will be dealt with by the school's disciplinary policy in conjunction, if required, with the Police.

Action in the event of discovery of illegal material

- Seek immediate and specific advice from the DSL, who will consult with the Network Manager and the Police.
- Prevent any further access to the device/ network location until the correct advice is gained.



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- Unless absolutely necessary, DO NOT remove any power from a working device and under no circumstance start a device if it is already switched off.
- Consider if it is necessary to prevent remote access to the device/location.
- If it is believed that a member of staff or pupil who has left the site could remove or damage evidence on the device remotely, unplug ONLY the network cable from the back of the device to prevent this occurring.
- If the device is already turned off and it is no longer realistically possible to prevent further physical access (eg owing to lack of supervision) disconnect the power at the base of the unit (not the wall) and remove the lap top) Store the device in a secure location where no one else can gain access to it and make a note of the date, time and name of the individual who performed this action.
- Under no circumstance should any member of staff attempt to undertake an investigation of their own or bring an outside expert in to do so, as this may compromise the evidence if a legal case were to result. In some cases, this may constitute a criminal offence in itself.

NB: A copy of our full online safety policy is on the school website and THE AUP is sent out to all pupils and parents at the beginning of each academic year.

3.12 Whistleblowing

- All staff should feel able to raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the school's senior leadership team. These procedures may be used in any circumstance where a member of staff in the school believes they have reason to suspect that the conduct of an employee towards a pupil is inappropriate or that the safeguarding policy or other guidelines are not being followed.
- Inappropriate conduct includes but is not limited to:
 - Speaking inappropriately to a child.
 - Bullying, humiliation or aggressive behaviour towards a specific group of children or a child.
 - Showing favouritism towards a specific group of children or child.
 - Contravening health and safety guidelines.
 - Professional practice that falls short of normally accepted standards.
 - Contravening pupils' welfare in a way that does not meet the thresholds for child protection intervention.
 - Developing inappropriate relationships with a child's parents to gain access to a child.
- Where a staff member feels their genuine concerns are not being addressed, they should follow the whistleblowing procedures outlined in the Staff Handbook (Section E.3)
- Guidance - Staff will naturally feel reticent to report a concern about the behaviour or conduct of a colleague. However, each individual must take responsibility to ensure that a child is fairly treated. One useful way to decide whether your concern should be reported is to consider whether you would want the behaviour to continue unchecked if it was your own child or another young family member involved. It may help if you write down, for your benefit, what you have observed or heard that is causing alarm. You may report your concerns verbally or in writing
- Other whistleblowing guidance is also available: Contact the NSPCC whistleblowing helpline 08000280285 or email help@nspcc.org.uk



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4 Types of abuse, neglect, exploitation and specific safeguarding issues

All staff should be aware of indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

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

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. They may be abused in a family or an institution or community setting by those known to them, or more rarely, by others (eg.via the internet). They may be abused by an adult or adults or by another child or children.

The key types of abuse and neglect are: Physical, Emotional, Sexual and Neglect but there are a range of safeguarding issues that cross over and our understanding of the complexities of safeguarding and child protection is constantly being challenged by new information, technologies and behaviours.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Staff should distinguish between children who are *in need* and children who are at *risk from harm*.

A child 'in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989 by a social worker

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, the child is deemed 'at risk' and a referral to children's services should be made. Enquiries, supported by other organisations and agencies, as appropriate, should be initiated in any instance where there are concerns about all forms of abuse, neglect. This includes female genital mutilation and other honour based violence, and extra-familial threats including radicalisation and sexual or criminal exploitation. There may be a need for an assessment under section 47 of the Children Act 1989.

4.2 How do I know if its abuse and how do I assess its seriousness?

The information in Keeping Children Safe in Education (KCSIE) will help you and forms a major part of the training. Other sources of support can be found in appendix 4 of this document.

Useful information can be found on the Northamptonshire Safeguarding Children Partnership website. 'Thresholds and pathways' and the 'toolkits for schools' are particularly useful for a staff member looking for advice.

- 4.3 **What is Keeping Children Safe In Education Part One?** The information provided by the DfE on types of abuse and neglect and specific safeguarding issues is updated regularly in this document. It is a requirement



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that all staff must read this document to familiarise themselves with the most recent guidance. The online version of this document can be downloaded at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> and found on our school website. It includes useful links and fact sheets that can be downloaded.

4.4 Further information on specific safeguarding issues covered in Annex B

Annex B of keeping safe in education contains information on specific safeguarding issues seen below. Senior leaders and staff working directly with children are required to read this.

Additional Support: School staff can access government guidance and expert advice on the issues listed via links on the electronic version of KCSIE Annex B on the school website, on Firefly and through other links in the appendix of this policy including telephone advice.

- Child abduction and community safety incidents
- 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/ and Gangs.
- Domestic abuse.
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Homelessness.
- Honour Based Abuse (including FGM and Forced Marriage).
- Female Genital Mutilation (FGM)
- Preventing radicalisation.
- The Prevent Duty.
- Channel.
- Child-on child abuse.
- Sexual violence and sexual harassment between children in schools and colleges.
- Upskirting.
- The response to a report of sexual violence and harassment between children in schools and colleges.

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), sexual violence, sexual harassment and sexting. Staff should be clear on policy and procedures with regards to child-on-child abuse. Additional information regarding child-on-child abuse is in Annex B of KCSIE.

4.5 Definitions, causes for concern and possible indicators of abuse - what every member of staff needs to know:

It is the responsibility of all staff to be aware of the signs of abuse and neglect so that they can identify children in need of help or protection and report any such concerns to the DSL or DDSL straight away. Definitions and categories of abuse are highlighted in this section for ease of organisation. However, it is important that we recognise that many issues children experience will cross different categories and that we need to take a contextualised approach to safeguarding.

An abused child is a boy or girl who has suffered from or is believed to be potentially at risk of suffering from, physical injury, neglect, emotional abuse or sexual abuse.



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

A vulnerable adult is defined as a person aged eighteen or over, who has either a dependency upon others in the performance of, or a requirement for, assistance in the performance of basic functions; a severe impairment in the ability to communicate with others; or has a reduced ability to protect themselves from assault, abuse or neglect. This can be as a result of a learning or physical disability; a physical or mental illness chronic or otherwise; or a reduction in physical or mental capacity.

Abuse, Neglect and exploitation are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Children with special educational needs and disabilities can face additional safeguarding challenges, which can make recognition of indicators of abuse or neglect harder to recognise. These can include:

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's condition without further exploration.
- These children being more prone to peer group isolation or bullying (including prejudice based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing and reporting these challenges.

Types of Abuse, Neglect and Exploitation

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. They may be abused by an adult or adults or another child or children. Witnessing ill treatment of others is harmful to children and should also be considered as abuse, particularly in the context of domestic abuse.

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

b) Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

c) Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It



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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. Staff should be specifically aware of the fine line between what children may call 'banter' and bullying.

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

It should also be remembered that children can also abuse. The children who abuse will need help too. They may themselves have been abused.

Possible Signs of Abuse and specific information on particular forms of abuse

a) Physical Abuse

Most children will collect cuts, bruises and injuries, and these should be interpreted in the context of the child's medical/social history, development stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The Physical signs may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises – in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Behaviours that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

b) Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may



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be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of persistent overly high expectations being placed on a child or preventing a child from being allowed to mix and play with other children.

- Continual self-deprecation.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Self-harm or mutilation.
- Neurotic behaviour - obsessive rocking, thumb-sucking and so on.
- Air of detachment - "don't care attitude".
- Social isolation - does not join in and has few friends.
- Desperate attention-seeking behaviour.
- Eating problems, including over-eating and lack of appetite.
- Depression, withdrawal.
- Severely delayed social development, poor language and speech.

c) Sexual Abuse

It is important to remember that sexual abuse is committed by adult males, adult females, young people and children of both sexes. Where children or young people are perpetrating sexual abuse they must also be regarded as being in need of safeguarding. There may be physical or behavioural indications of sexual abuse.

The physical signs of sexual abuse may include:

- Pain, irritation, bruising or bleeding in or near the anal or genital areas.
- Discomfort when walking or sitting down.
- Pregnancy.
- Injuries to the body.
- Sexually transmitted diseases.

Behaviours that can also indicate sexual abuse:

- Sudden changes in behaviour.
- Fear of being left with certain people or groups of people.
- Sexual knowledge beyond their age/developmental level.
- Attempts to teach other children about sexual activity.
- Being sexually abusive to other children.
- Self-destructive behaviours, such as self-harm, eating disorder or substance abuse.
- Unexplained gifts or money.
- Sexually provocative behaviour.
- Bedwetting.
- Not being allowed to have or withdrawing from, friends (particularly in adolescence).
- Saying they have secrets that they cannot tell anyone.

d) Neglect

It can be difficult to recognise neglect which can take place in many forms, however, its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Constant hunger.
- Poor personal hygiene.
- Inappropriate or dirty clothing.



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- Losing weight or constantly being underweight.

Neglect may also be indicated by:

- A child being left alone or unsupervised at an inappropriate age.
- Being tired frequently.
- untreated medical problems.
- Frequent lateness or non-attendance at school.
- Low self-esteem.
- Poor social relationships.

4.6 Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

4.61 Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature.

Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse • 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
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)



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- 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, and
- 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)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

4.62 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines*, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

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



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***County Lines** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Child Sexual Exploitation

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/105 as described below:

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

Assault by Penetration: A person (A) commits an offence 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.

4.63 Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All



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of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

4.64 Absences from School / Children Missing from Education

The risks associated with going missing from education are now given more prominence in KCSIE. The school has a procedure in place to identify and respond to children who go missing, particularly on repeat occasions, unexplained and/or persistent absences from education. Failure to report children missing education, when this is a requirement, would be non-compliance with the duty to have regard to KCSIE. Attendance registers are completed by the form tutor and teachers. Absence is notified to the School Office from which enquiries are made to parents if notification has not been received.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Attendance of tutees should be monitored by tutors with any initial concerns addressed with parents and the DSL informed if necessary. Attendance registers are reviewed by the DSLs on a regular basis to identify patterns of absences. The school will notify the local authority when a pupil's name is removed from or added to the admission register at a non-standard transition point.

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

Staff should follow the procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

Where a parent notifies a school that a pupil will live at another address, the registrar will record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, we record in the admissions register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The registrar will notify the local authority within five days when a pupil's name is added to the admission register. More detail is available in the CME Policy.



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4.65 Elective Home Education (EHE)

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

4.66 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

6.67 So called 'honour based' abuse, Forced Marriage and Prevent.

So-called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. 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.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi Agency Statutory Guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

FGM

For Schools, the most significant factor to consider when deciding whether a girl or woman may



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be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin.

There are a number of factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM. The ones that could be appropriate to the setting of Pitsford School are:

- a girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent;
- parents state that they or a relative will take the girl out of the country for a prolonged period;
- a parent or family member expresses concern that FGM may be carried out on the girl;
- a family is not engaging with professionals (health, education or other);
- a family is already known to social care in relation to other safeguarding issues;
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it (see Annex G for commonly used terms in different languages) – it is important to take into account the context of the discussion;
- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- a girl is unexpectedly absent from school;
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

Forced Marriage

- Absence and persistent absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Fear about forthcoming school holidays.
- Surveillance by siblings or cousins at school.
- Decline in behaviour, engagement, performance or punctuality.
- Being withdrawn from school by those with parental responsibility.
- Not allowed to attend extra-curricular activities.
- Sudden announcement of engagement to a stranger;
- Prevented from going on to further/higher education.

Preventing radicalisation

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.

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.

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be



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designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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 or the internet) and settings (such as within the home). 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 designated safeguarding lead (or deputy) making a Prevent referral. The school's or college's designated safeguarding lead (and any deputies) will follow local procedures for making a Prevent referral.

Note from KCSIE 2024: This section is under review following the March 2024 definition of extremism. Further guidance clarifies that potential indicators of radicalisation should be considered alongside other factors and the overall context.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the CounterTerrorism 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.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the Pitsford School may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#).

*Staff must read Annex B of KCSIE which elaborates on much of the detail above.

4.67 Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.



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4.68 Children requiring mental health support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

4.69 Looked after children and previously looked after children

The most common reason for children becoming looked after⁴⁶ is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe. At Pitsford School we currently do not have any children in this category.

4.70 Children with special educational needs, disabilities or health issues

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO or the named person with oversight for SEND in a college. Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Pitsford School remains responsible for the safeguarding of pupils in alternative provision, with an emphasis on providing additional pastoral support for children with special educational needs and disabilities (SEND).

4.71 Children who are lesbian, gay, bi, or trans (LGBT +)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom



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they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

This section of KCSIE is currently under review pending the outcome of the gender questioning children guidance consultation. The guidance advises caution when supporting gender questioning children and stresses the importance of involving parents in decision-making.



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Appendix 1



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Safeguarding Children / Student Welfare Concern Form (SCF)

Pupil's Full Name		Class Teacher/ Form Tutor	
Date of this record		Your Name and designation	
Why are you concerned about this pupil? <i>(please add additional notes/ details if appropriate)</i> What have you observed and when? What have you been told, by whom and when?			
Have you spoken to this pupil?		Yes/ No	Are the parents/carers aware of your concerns? Have you spoken to anyone else about your concern? Is this the first time you have been concerned about this pupil?
What did they say? Use the pupil's own words		Yes/ No	
Date and time you handed the form to the designated person:	Signature of referrer:		Yes /No
Further Details (including any action taken)			



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Signature of DSL: Date:

NB: An online SCF is available in the staff hub on firefly



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Appendix 2

Staff Code of Conduct

This document applies to all staff employed by the School, teaching and non-teaching. If you have concerns about working practices, or the behaviour of a colleague, that are not being addressed by the School, please refer to the whistle blowing policy in the school's HR manual.

1. Conduct of Staff

The School has a duty to ensure professional behavior applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate professional behavior and boundaries.

At all times, members of staff should be aware of the expectations, inherent risks and possible consequences 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) emailing, MSN, or social networking sites;
- Disclosing personal details inappropriately;
- Meeting pupils outside of school hours or school duties;
- Making inappropriate sexual comments;
- Excessive one to one attention beyond the normal requirements of the role;
- Inappropriate sharing of images.

2. What to do if we suspect child abuse (or grooming) is occurring?

If any concerns arise about the inappropriate behaviour of a colleague that may constitute a child abuse or grooming *this must be referred directly to the Headmaster who will follow procedures as outlined (see Safeguarding Policy Section 3.4).*

If any concerns arise that suggest child abuse or grooming is occurring outside of School. Please refer this to the Deputy Head, Fidelma Kirk, or in the Junior School, Peter Edwins (see Safeguarding Policy Section 3.1)

It is against the law for staff to have sexual relations with pupils even if they have reached the age of consent. This would be classed as a breach of trust as we are in a position of responsibility for the pupils in our care.

3. How can we avoid putting ourselves in a difficult position?

3.1 Consider your behaviour from the point of view of an outsider

Sometimes, in trying genuinely to protect or support a pupil, a member of staff may display behaviour that seems abusive or inappropriate to an observer.

Staff need to be able to assess their behaviour in a given situation from the point of view of an outsider - a parent or governor for example and avoid traps they may naively create for themselves.



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Induction training should cover these issues and help staff gain awareness of how their behaviour may be interpreted and the proper procedures to follow in different situations. Sometimes, "I was just trying to help." isn't a sufficiently good explanation. Staff may have the best of intentions, but those intentions can easily be expressed in a manner that can be seen, by others, as inappropriate.

4.6 Inappropriate language

Sometimes a teacher or a member of staff will try to relate to pupils - usually older children - by adopting their mannerisms and slang, or treating them as peers and sharing inappropriate comments and humour. This is dangerous. This behaviour does not build an effective relationship with the pupils, despite what the member of staff might believe. It erodes the basis of a professional relationship in which the adult is expected to act objectively in the best interest of the child and blurs the boundary between appropriate and inappropriate behaviour.

In many cases this kind of behaviour is never quite serious enough to lead to a complaint, but it will leave the member of staff in a very vulnerable and difficult position if an allegation of abuse is made against him/her.

4.7 Be a role model

Teachers should be role models. They should not model their behaviour on that of the children, nor should they follow their lead.

It is also important to recognise that over familiarity, or befriending behaviour, can be the start of a grooming process with older pupils.

This code of conduct is designed to make clear it clear that this kind of behaviour is not acceptable. It is an area that will be covered in induction and the behaviour should be addressed by senior management if it is displayed by a member of staff.

3.4 Maintain a professional distance

This applies to physical distance and in terms of your professional relationship with a child or groups of children.

- Maintaining physical distance means that we should consider a pupil's personal space and avoid any unnecessary physical contact. You should not engage in close physical contact, thus hugging pupils is not considered acceptable behaviour, doing so would leave you vulnerable should an allegation be made against you.
- A professional will maintain a professional distance in their relationship with a child and will not reveal anything about their private life except information relevant to the child's learning. For this reason, you should consider carefully what you share with pupils both verbally and how you use social media that could be seen by a pupil or a member of a pupils' family.

3.5 Be aware of one to one situations

One to one situations need to be within secure professional boundaries. This applies both offline and online. See procedures in section 4 below.

4. Are there any specific procedures to follow when working with pupils at Pitsford School?

The School must therefore ensure that it is both difficult for staff to groom pupils, and that members of staff do not put themselves in vulnerable situations. This has to be balanced against correctly looking after our pupils (in loci parentis), and effective teaching/pastoral guidance etc.

Therefore staff must comply with the following practice:

1. In any situation when a member of staff is required to be alone with a pupil, the member of staff must inform the DSLs via email to pupilcontacts@pitsfordschool.com with the name of the pupil and date of contact in the subject field, as soon as possible after the event. e.g. a pupil left alone in school after missing the bus. This would also include any situations which are not a normal part of the School routine; e.g. extra



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one-to-one lessons at lunchtime. It can be assumed that time-tabled lessons, tutorials at tutor time, and short periods at the end of a lesson are OK but even then you may feel that in such one-to-one situations you it may be prudent not to conduct these behind closed doors. One to one music lessons, learning support, coaching etc. should be done where possible at pre-scheduled times with the knowledge of the relevant co-ordinator, always considering the general guidance for safer working practices.

2. Personal electronic contact with pupils; email, MSM, social networks, text messaging etc., is also a potential problem. As useful as these methods are, they are one of the most common ways that grooming occurs. Therefore, in order to protect ourselves, each and every time contact is made with a pupil via these or other methods, again the DSLs must be made aware of how, when and why contact was made. Emails to or from pupils should be copied to pupilcontact@pitsfordschool.com. Staff should not have current pupils as 'friends' or contacts on social media. The only exception to this is for your own child or close family member but staff should be aware of the implications of their child's use of social media and how their friendship network could inadvertently link to your own.
3. Staff should never accept as friends on social media, any current pupils of the school. Following guidance from the Northamptonshire LADO 'friending' ex-pupils is not allowed. This is in place in this policy from September 2020. We are not asking you to 'defriend' current contacts, though you should consider doing so - as this may mean you are exposed to current pupils' by association and could be at risk yourself. There are similar risks inherent in online social media relationships with parents and you should consider these carefully. If you are approached via social media by an ex-pupil, our advice is to politely decline, explain that the safeguarding policy prohibits contact via personal social media but offer them your school email contact and/or direct them to join the school's social media. As for emails, inadvertent contact via social media, for example through a friend of a friend, tagging and sharing, or a pupil asking to be 'friends' on a social media platform should be logged via pupilcontact@pitsfordschool.com
4. Remote learning and video conferencing may be used when necessary, especially in light of the COVID-19 Crisis. This must only be carried out in accordance with the protocols outlined in the Acceptable Use Policy for Staff and with pupils whose parents have also consented and confirmed that they have read the guidance with their children and agreed.
5. Occasionally a situation may arise when a pupil may compromise your position. For example a pupil hugging you in thanks, or to say goodbye. However innocent, you must avoid this, but if this is not possible report it to pupilcontact@pitsfordschool.com
6. Staff should read and sign the Acceptable Use of Technologies agreement.

The reasoning behind this is that we can continue to do what needs to be done even when it involves being alone with children.

The DSLs will review all instances at least termly. Any pattern that gives cause of concern will be discussed with the Headmaster as soon as possible. If the DSLs have any cause for concern regarding the Headmaster, s/he should approach the Chair of Governors at the earliest opportunity.

5. Communication and information sharing within the school community

When sharing and communicating information about pupils we must have due regard to the relevant data protection principles which govern personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) as well as the specific needs of our setting. Our arrangements regarding day to day handling of pupil information are as follows:

5.1 Electronic communication

All staff should ensure that their behavior and actions do not place themselves or their pupils at risk of harm or of allegations of harm to a pupil.



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Staff are advised that electronic communication should at all times be professional.

Use of electronic communication should be safe and secure. Passwords should be suitably robust with a combination of capitals, lower case, numbers and symbols. Passwords should never be shared, and they should be changed regularly.

Personal computer screens should not be left on display, either unattended, in view of a pupil, or via the classroom projector. Please also be mindful of other family members or using your personal computer in public places.

Use of devices and personal equipment

Staff should not use their personal mobile in front of pupils when in school unless in an emergency or necessary school business. Staff should not use personal mobile phones or cameras to take images of children in a school setting or school activity. – Staff can immediately upload photos taken at events to official school social media accounts if so authorised by a member of the SLT but must delete images immediately. A school camera/phone is available from the office. Please note: there are separate rules governing the use of mobile phones and cameras in the EYFS. Please refer to the EYFS policy. Staff must also be aware of pupils whose parents have not given consent for images to be shared.

Staff should not share their personal mobile phone number with pupils or parents. For trips and visits, staff are asked under normal circumstances to use a school mobile for all communication with pupils and parents

Use of social media

Staff who use social networking sites should ensure that they protect themselves from potential harm by deploying the necessary levels of security on their page. Staff should follow the rules regarding contacts with pupils past and present as outlined above. Colleagues are reminded of the potentially serious consequences for inappropriate use of technologies and the ease at which inappropriate material can reach a wide audience including pupils and parents.

Emailing pupils

Contact between staff and pupils must be through school email and not personal email. This should be about academic or pastoral matters only. The following guidelines must be followed:

- (a) All correspondence must be written in formal style beginning with dear and ending with 'yours sincerely' or 'kind regards.'
- (b) Emails sent to pupils should under normal circumstances be sent during normal school hours (between 8am and 6.30 pm) but certainly no later than 9pm.
- (c) Colleagues must not refer to any other pupil or member of staff in the email unless the individuals have given permission and are copied into the email.
- (d) Colleagues should only email pupils about routine matters and should not display emotion such as anger or displeasure.

Emailing parents

- (a) All correspondence should be written in formal style beginning with dear and ending with 'yours sincerely' or 'kind regards.'
- (b) Colleagues must be mindful of tone, displays of emotion and of any information relating to other pupils or to staff.
- (c) It is good practice to make a draft of a sensitive email and ask another colleague to check it before sending.
- (d) Be aware of email threads that may contain correspondence from other persons. The information may be sensitive. Communication between parents should be two way, unless another member of staff is copied in for practical purposes.



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All emails count as data on a pupil. Consider carefully which emails you keep. Emails are school property and can be viewed by School or request by parent/pupil.

Use of SIMs and Teacher Portal

There is a particular need to keep the information on SIMS and Firefly secure. See above for guidelines on passwords and pupil access.

Be particularly mindful of using the teacher portal at home.

5.2 Spoken Communication

- (a) Ensure that any discussion between colleagues about pupils in school that might be deemed sensitive, confidential or upsetting, cannot be overheard by other pupils, parents, or staff who would not normally be privy to this information. Thus be mindful about the location of such conversations, particularly about the content of conversations in the dining hall, in school vehicles or stairwells where pupils near you may overhear. Please be aware of semi-public places such as the School Office or Pitsford Hall.
- (b) Please do not talk about other pupils to parents or pupils beyond routine factual information. Do not offer opinions on other pupils and any information that you would not want repeated.
- (c) Face to face and telephone communication with parents should be logged with detail appropriate to the matter at hand.
- (d) When speaking with pupils either in a classroom setting or outside always maintain a respectful tone, especially in situations where you may be disciplining a child for poor behavior or work. It may be necessary to arrange another meeting if heightened emotion exists. Consider guidelines for one to one contact and if necessary whether another member of staff should be present. Do not discuss sensitive issues publicly, for example in a whole class situation. Consider the language that you use, for example, criticise the behaviour not the child.

5.3 Notes and written documents

Confidential or sensitive documents should be stored securely and not left lying around where pupils can read them.

6. Confidentiality

Staff have access to, and knowledge of, many different types of confidential information, in the context of their work, and this must be kept confidential. This is especially true in the setting of Pitsford School where a teacher may be friends or social acquaintances with other parents, or indeed be a parent themselves.

7. Low Level Concerns

What is a Low Level Concern? The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 338 of KCSIE. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look



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to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Reporting a Low Level Concern

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. At Pitsford School this is the Headmaster and if the Headmaster is not available, the chair of Governors. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

8. Discipline

Breaches of the code of conduct that do not meet the threshold for a child protection referral, may lead to a member of staff being disciplined internally after an investigation, as described in the disciplinary policy.

Appendix 2: Staff Code of Conduct - Last updated: by FMK Aug 2020; Reviewed Nov 2021- Changes to Low Level Concerns; No changes 2024



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Appendix 3a

EYFS – Appendix to Whole School Safeguarding Children Policy

The EYFS follows the guiding principles of the whole school Safeguarding Children policy which can be found in the Staff Handbook.

The Statutory Welfare Requirements for the EYFS also require that:

- There is a designated person for EYFS who will notify NSCP of any allegations immediately
- The designated person is **Mr P Edwins**
- Refresher training for the designated person will be completed every 2 years
- All EYFS staff will receive regular training as appropriate
- All adults working within the EYFS team should be aware of the procedures to be followed in the event of an allegation being made against a member of staff (see main policy and below)
- Concerns will be kept confidential at all times

EYFS staff should keep up to date with child protection issues and relevant legislation to help them be aware of the signs of abuse or neglect and what to do if they have a concern.

Parents must also notify the class teacher of any concerns they have about their child and any accidents, incidents or injuries affecting the child.

Staff will note:

- significant changes in children's behaviour, unexpected bruising or marks or signs of possible abuse
- any comments made which give cause for concern
- deterioration in general wellbeing which causes concern
- signs of neglect

If a child tells a member of staff that they or another child is being abused, staff will follow the whole school Safeguarding Children policy guidelines and also (due to the young age of the child) explain what actions must be taken in a way that is appropriate to the age and understanding of the child.

If an allegation is made against a member of the EYFS team, it should be reported immediately to the Head who will then inform the DO-Designated Officer (as per whole school policy).

Procedures for use of mobile phones and cameras in the EYFS setting:

Statutory Framework for the Early Years Foundation Stage. 3.4 Child Protection:

1. Staff use of their own personal mobile within the setting:
 - Staff can only make personal calls when not on duty.
 - If staff are expecting an emergency call, they should either request that the call go through to the office or leave their phone with the office who can take a message and arrange cover for the class if required.
- Mobile phones must be stored away from pupils and on silent mode



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2. The lead member of staff may take their mobile phone on outings for emergency and school/staff contact only.
3. Photography:
 - An annual photo permission form is produced for parents as per the whole school use of images of pupils policy.
 - Images of children are taken for purposes as described in the whole school use of images of pupils policy.
 - In addition, children in the EYFS setting will have their photographs taken to provide evidence of their achievements for developmental records. A school camera or I pad will be used.
 - Only members of staff teaching the children are allowed to take photographs of the children in lessons unless permission has been granted by the Head or Deputy.
 - Images taken by staff for evidence of their achievement purposes will be stored only on the school system which is password protected.
4. Parents use of their mobiles in the setting:
 - Parents are not allowed to use their mobile phones inside the classroom or outside play area.
 - Parents should not take photos on their phone of any children (including their own) inside the classroom or outside play area. See whole school policy for rules regarding special events such as sports day, etc.
5. Children are not allowed to bring their own phones to the setting.

Reviewed by Mrs Rachelle Heard August 2021 – no changes

Appendix 3b

Pitsford Junior School: Tapestry Policy – On-line Learning Journal – Added to the policy Sept 2021

Aims

Pitsford Junior School ensures that all children attending the Early Years Foundation Stage in Kits and Squirrels class have a personal Learning Journey which records photos, observations and comments, in line with the statutory Early Years Foundation Stage curriculum. This is to build up a record of each child's achievements during their time with us. It will also show children's developmental progress through the different age bands of the EYFS.

The Learning Journal is also used in Key Stage 1 in J1/2 class to record next steps in the Learning Journey.

Procedures

At Pitsford we use the secure on-line system Tapestry, which allows staff, parents and other invited family members (e.g. grandparents) to access the information via a personal password protected login. Whilst the children have a key worker, all staff are encouraged to capture observations for all children in the class.

Staff access allows input of new observations and photos or amendment of existing observations and photos. Parent and family access allows input of new observations and photos or the addition of comments on existing observations and photos; parent log-ins do not have the necessary permission to edit existing material.

Observations input into the Tapestry system are moderated by either the Early Years class teacher or Head of Juniors before being added to the child's Learning Journey. Parent access allows them to comment (or reply) to



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observations that staff have input, as well as adding their own observations and photos or videos from home. Parents logging into the system are only able to see their own child's Learning Journey.

As part of our on-line safeguarding policy, parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey. This is separate from our photography and use of images consent form as the information is not-accessible without a personal log-in. Before accessing the system parents have to sign to agree not to download and share and information on any other online platforms or social networking sites, such as Facebook or Twitter.

Tapestry provides a fantastic tool for capturing and sharing information between parents and the school. However, it is not used as a way of sharing general information. Each child's Learning Journal is a document that records their learning and development which the parents can add to, contributing information on activities that children have been completing at home.

Discussions regarding general progress and development take place at face-to-face meetings with parents/carers at the school. Observations will be uploaded by members of staff in the Early Years and Key Stage 1 team and are monitored by the Head of Juniors on a weekly basis.

Safe Use Agreement

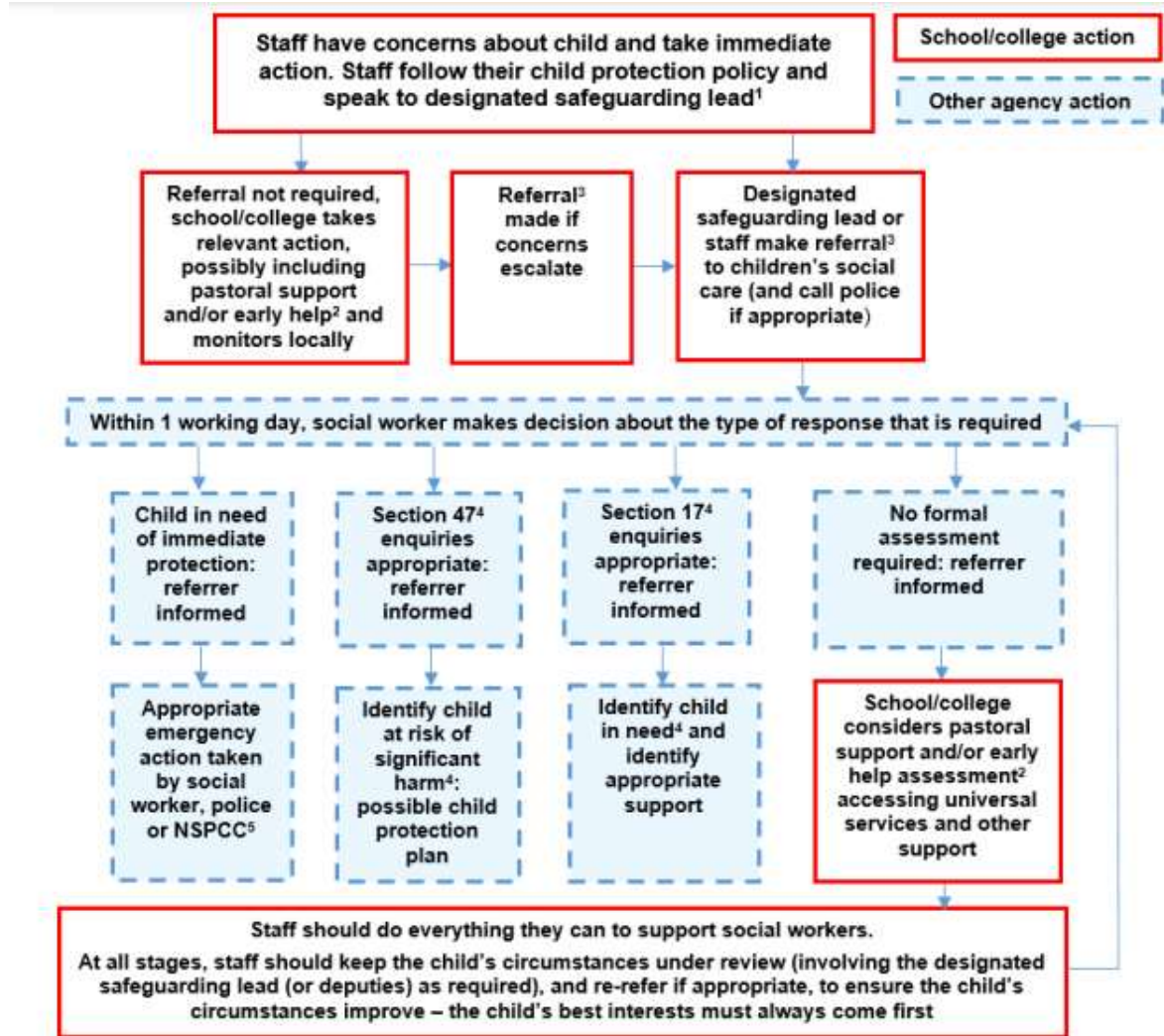
- Staff should log out of Tapestry app / programme when they have finished in order to maintain confidentiality.
- Staff must not share log in or password details with anyone not employed by Pitsford School.
- Staff should not share any information or photographs relating to children with any person not employed by Pitsford School.
- School devices only will be used to take photographs. Personal devices must not be used.
- Staff will take all responsible steps to ensure the safe keeping of any portable devices, e.g. ipad, and report any missing devices.
- If accessing Tapestry on a private computer, or not on Pitsford School premises, staff must maintain confidentiality and professionalism.
- All entries on Tapestry must be appropriate and relevant.
- All entries on Tapestry remain the property of Pitsford School.
- At all times staff must comply with the Pitsford School Safeguarding and Acceptable Use policies.

Note – Should we find parents / carers using Tapestry inappropriately their access may be terminated.



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Appendix 4: Actions where there are concerns about a child





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Appendix 5: Guidance and other Information

- *If any link is unresponsive or other information is needed go to Annex B of KCSIE 2024 which has links for information and referrals.*

Telephone Numbers and emails:

Northamptonshire Local Safeguarding Children Partnership	03001261000 www.northamptonshirescb.org.uk
DfE dedicated helpline for staff and governors	02073407264
Prevent advice	counter-extremism@education.gsi.gov.uk
The Female Genital Mutilation Helpline	0800 028 3550
FGM Email	fgmhelp@nspcc.org.uk
Designated Officer (LADO)	Referrals: LADOConsultations@NCTrust.co.uk Leave a message: 01604362993 Designated Officer Andy Smith - 07850 854309 /01604 367862 AndSmith@childrenfirstnorthamptonshire.co.uk http://www.northamptonshirescb.org.uk/schools/referrals-eha/designated-officer/
Pitsford School Staff Counselling Service	0117 934 2121
NSPCC whistleblowing helpline or email	08000280285 help@nspcc.org.uk
The Female Genital Mutilation Helpline	0800 028 3550

Useful Websites:

Bullying & child abuse	www.kidscape.org.uk https://anti-bullyingalliance.org.uk/ www.childline.org.uk www.nspcc.org.uk https://www.gov.uk/government/publications/preventing-and-tackling-bullying
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Internet Safety	CEOP Education (thinkuknow.co.uk) www.childnet-int.org
Forced Marriage	www.fco.gov.uk/forcedmarriage
Disrespect Nobody Campaign	[ARCHIVED CONTENT] Disrespect NoBody Find out about healthy relationships, relationship abuse, consent and more. (nationalarchives.gov.uk)
Educate against Hate – Information on radicalism and extremism	https://educateagainsthate.com/

Guidance documents

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers	https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf
Non statutory guidance for clubs and activities run at school by outsider providers	https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings
Data Protection Toolkit	https://www.gov.uk/government/publications/data-protection-toolkit-for-schools
Keeping Children Safe in Education Guidance	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Northamptonshire Safeguarding Procedures Manual	https://northamptonshirechildcare.proceduresonline.com/
NSPCC Guidance: When To Call The Police	https://www.npcc.police.uk/documents/Children_and_Young_people/When_to_call_the_police_guidance_for_schools_and_colleges.pdf https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf
Prevent Duty Guidance	https://www.gov.uk/government/publications/prevent-duty-guidance
Thresholds and Pathways	http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/news/thresholds-and-pathways/ http://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-



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	professionals/Documents/NCC114615_Thresholds and Pathways June 2014_AW3.pdf
Toolkits for schools – a range of support tools for assessing thresholds for neglect, Drug abuse, CSE and other. This site is constantly updated	www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/toolkits-schools/
UK Council for Child Internet Safety in Schools	https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
Working Together to Safeguard Children (July 2018) (Updated 2020)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf
What to do if You're Worried a Child is Being Abused: Advice for Practitioners.	https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
Sharing Nudes and Semi Nudes: Advice for Education Settings working with children and young people (December 2020)	https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people
Teaching Online Safety In Schools (June 2019)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools
Teaching about Relationships and Sex Guidance (March 2021)	https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health
Relationship Education and Relationships and Sex Education guidance – multiple guidance (Sept 2021 update)	https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
Sexual Violence between Children in schools and Colleges (Sept 2021)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2_021.pdf

Training

Prevent duty training for schools	https://www.elearning.prevent.homeoffice.gov.uk/
Channel General Awareness training module (All staff 2016)	NB: This training is no longer available
A whole range of free online training resources is available at:	https://herefordshiresafeguardingboards.org.uk/training/free-online-awareness-training/



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Anti-bullying policy: Appendix 6

1. Aims, Rationale and definitions

To try and ensure that pupils can learn in a supportive, caring and safe environment without fear of being bullied.

We aim to be a school that:

- **listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
- **includes us all** - all pupils, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.
- **respects** - all school staff are role models to others within the school in how they treat others.
- **challenges** - all forms of discriminatory language – including disablist language – is challenged and taken seriously
- **celebrates difference** – difference is actively and visibly celebrated and welcome across the whole school.
- **understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
- **believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
- **reports bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
- **takes action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
- **has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

Rationale Bullying is anti – social behaviour and affects everyone; it is unacceptable and should not be tolerated. It can cause physical and emotional harm and may even cause psychological damage.

Bullying is defined as actions that are

- 1) Deliberately hurtful behaviour,
- 2) Repeated over a period of time,
- 3) Where it is unprovoked or difficult for those being bullied to defend themselves because there is an imbalance of power.

The main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)



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- Indirect (spreading rumours, excluding from social groups)
- Cyber bullying (via text messages, social media websites or other electronic means)

Bullying is usually based on picking up of differences, which could be racial, religious, cultural, sexual/sexist, homophobic, or based on SEN or physical disabilities (real or perceived).

The ABA defines bullying as: 'Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. It can be verbal, physical or psychological. It can happen face to face or online.'

Relationship Conflict is different but can also be harmful: 'Relationship conflict is a conflict resulting from either personality clashes or negative emotional interactions between two or more people.'

Signs of bullying might include:

- Unwillingness to come to School
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed
- Damaged or incomplete work

Cyber bullying

Cyberbullying is a type of aggression defined by Childnet International as 'the sending or posting of harmful or cruel text or images using the internet or other digital communication devices'. Further advice is also available in the Online Safety Policy, Acceptable Use Policies and in the relevant section of the Safeguarding Policy.

The Anti-Bullying Association has identified seven types of cyberbullying ranging from abusive text messages, emails and phone calls, to bullying in internet chatrooms, social networking sites and instant messaging:

1. Text messages:- Unwelcome texts that are threatening or cause discomfort.
2. Pictures/video clips via mobile phones:- Images sent to others to make the victim feel threatened or embarrassed.



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3. Mobile phone calls:- Silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.

4. Emails:- Threatening or bullying emails, often sent using somebody else's IT account. 5. *New line* Instant messaging:- Unpleasant or unkind messages sent as young people conduct realtime conversations online.

6. Chatroom bullying:- Menacing or upsetting responses when young people are in a web-based chatroom. This includes interactive gaming sites.

7. Bullying via websites:- Use of defamatory blogs, personal website and online polling sites to intimidate and upset others.

Cyberbullying is insidious; it can be conducted 24 hours a day, seven days a week, following young people into their private space and outside school hours. It can be anonymous. The audience is large and can be reached rapidly. Unlike other forms of bullying, a single individual can experience a multiple attack – a video or picture posted to a website can be copied to many different sites. Bystanders can be accessories by passing on humiliating messages. Messages on social networking sites remain there to damage social life and friendships and, in the case of teaching staff, reputation and credibility.

In line with the Equality Act 2010 we are committed to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion *and belief* targeted, sexist and sexual bullying.

2. Advice for pupils and parents

Bullying or relationship conflict? It is useful to consider the definition of bullying when considering how to make a report. Bullying will not be tolerated but equally, not all unkindness and relationship conflict is bullying, and labelling it before knowing all the facts can be counter productive. However that does not mean that it will not be taken seriously or that it could not become bullying if left unchallenged. If you are not sure, a good place to start is with your tutor.

If you think it is bullying but you are not sure, it is often better to describe the situation without the label:

Think:

Is it intentional/deliberately hurtful (Does the perpetrator know that their behaviour is upsetting you? How can you tell?)

Has this happened repeatedly? Or are you worried that it could do if left unchecked. (it is often best to deal with problems early and stop them getting worse.)

Is there a power imbalance? What factors are making this difficult for you to deal with? It could be the age of the perpetrator or the fact that others are joining in?



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What can you do if you think you are being bullied in or out of school?

- Read the anti-bullying policy and tell yourself that you do not deserve to be bullied.
- Inform your tutor, any other member of staff immediately who will take you seriously and deal with the situation in a way which will end any bullying that is occurring and not make things worse for you. The Heads of Section and, the Deputy Head have oversight of all bullying reports and they will work with you and your tutor to ensure that the matter is dealt with effectively.
- If possible try and record specific instances with details of times, locations and who might have been a witness to the events you have experienced.
- If you prefer you can report through the 'tell us' button on firefly or speak to a Sixth Form mentor.

If you believe someone is being bullied in school or out of school?

- Don't stand and watch; fetch help. Tell an adult immediately. Teachers have a way of dealing with bullying without getting you into trouble.
- If a friend tells that they are being bullied try and persuade them to tell a teacher. If this doesn't happen you should tell a teacher yourself.
- Do not condone or pretend to condone bullying. Show that you and your friends disapprove.
- Be sympathetic and supportive to someone who may be being bullied.
- Remember what it means to be an **active bystander**; being passive perpetuates bullying.
- Be careful about teasing people yourself or making personal remarks; if what you are about to say may be hurtful, don't say it.

• **As a parent worried about a child who may be being bullied**

- Watch for signs of distress in your child, for example, they may suddenly not want to attend school, feel ill regularly, or not complete work to a normal standard.
- If you feel that your child may be a victim of bullying behaviour contact your child's tutor with as many details as you can. Your complaint will be taken seriously and appropriate action will be taken.
- Please be mindful that there will be other points of view and allow the school to help by investigating and getting full information.
- Discourage your child from hitting back or using abusive language as this will exacerbate the situation.
- Encourage your child to talk to their tutor about any worries.

As a parent whose child may have been accused of bullying

- We will inform you if an accusation of bullying has been made about your son or daughter.
- We will support your son or daughter during the process and listen to their 'side'.

Pupils who have been bullied will be supported by:

- Offering an opportunity to discuss the experience with their form tutor or a member of staff of their choice
- Reassuring the pupil
- Offering support



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Pupils who have bullied will be helped by:

- Discussing what happened
- Considering why the pupil became involved
- Informing parents or guardians, to help change the attitude of the pupil.

Sanctions

The following disciplinary steps can be taken:

- Official warnings to cease offending.
- Detention.
- Exclusion from certain areas of the School premises.
- Suspension.
- Expulsion.

In recent years, the most successful results have been when we feel that bullying is indeed taking place, we were able to explain to the pupils why their behaviour is upsetting others, and they undertook not to continue, along with the warning that a continuation could lead to suspension. This works in situations where genuine remorse and understanding is shown. The system is monitored and reviewed. In this way all pupils can move on through the school with no lasting ill-feeling.

3. The School's role

As a school we will

- Offer positive role models in terms of mutual respect, listening and problem solving.
- Be aware of early signs of distress or withdrawal in pupils.
- Always listen, take seriously and act upon information received,
- Keep a log of bullying, or suspected bullying in order to identify patterns of behaviour (teachers are asked to routinely consider incidents in their classrooms or around school in the context of possible bullying and report via the behaviour logs
- Include regular review and discussion of bullying with our Governor for Safeguarding who also has oversight of antibullying procedures, and with the DSLs
- Ensure that accessible areas of school are patrolled effectively.



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- Recognise that travel to and from school especially on school buses can also be a time when bullying occurs
- Recognise that bullying is usually a group activity though it may not appear to be and rarely one lone individual targeting another
- Recognise the role that Bystanders can have in a bullying situation
- Provide support and work with parents to deal with instances of bullying outside of school, either face to face or online
- Use any opportunity to discuss aspects of bullying and the appropriate way to behave towards others. Eg Assemblies, form time, PSHE, opportunities in the curriculum such as drama, stories or poems, National Anti-Bullying Week in November.
- Support pupils to build positive self-images.
- Commend appropriate behaviour.
- Deal quickly, firmly and fairly with any complaints involving parents.
- When we suspect that a criminal offence may have been committed we will inform the police.

4. Dealing with a report

Procedures for staff, parents and pupils to follow if bullying occurs should be clear and well publicised throughout the School.

Pupils are regularly reminded of the procedures, and different methods of reporting. They can go directly to a tutor or trusted teacher. They can use the 'Tell Us...' button on Firefly. They can go to a sixth former or can indirectly ask a sixth form peer mentor for help via the 'Tell Us..'box in the library. We also have a school listener.

The following guidelines should be followed when dealing with incidents which may be part of a pattern which could be considered to be bullying:

- The incident should be dealt with immediately by the member of staff who has been approached or sees the incident.
- Stay calm, avoid making snap decisions or attaching blame
- A clear account of the incident will be recorded and given to the form tutors, in the first instance, who may feel it needs to be passed on to the Head of Section.
- The teacher, Head of Section (or Deputy Head if appropriate) will interview all concerned and record the incident using MyConcern.
- If such incidents persist, or it appears to be indicative of a deeper issue, then the Head of Section will conduct an investigation, in order to determine if bullying is indeed occurring.
- We ask parents to allow us the time to gather information to facilitate a fair outcome.
- Following the investigation, a clear statement will be issued to the parents of all pupils concerned outlining the decision, the reasons for it, and the consequences if behaviour is not moderated in the future. (see above)
- Sanctions will be used as appropriate.



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- A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.' Please refer to the appropriate section in the Safeguarding Policy on child-on-child abuse for details on making a referral.
- **Child on Child Abuse:** All staff should be aware of the sections in the Safeguarding Policy that refer to child on child abuse and sexual harassment or violence between children. Where bullying becomes a safeguarding issue it may be appropriate to take advice or refer to Children's Services as per the policy.

5. Training of staff in the anti-bullying procedures is delivered in a number of ways:

Staff Inset days and evenings: This will deal with whole school strategies and procedures as well as ways to encourage positive behaviour amongst pupils and guide pupils as to what to do if they think that they are being bullied, or see bullying behaviour in others. We use the resources from the ABA, including a 6 module online CPD course, elements of which are reinforced in face-to face training.

This can be found here: <https://www.anti-bullyingalliance.org.uk/user> and is also in the safeguarding section on Firefly.

Tutor meetings and staff briefing: This is an opportunity to discuss age specific issues and timely issues as they arise. Tutors also are prepared for the delivery of PSHE in these sessions the content of which has a strong prevention aspect dealing with British Values, relationships education, emotional resilience and online awareness.

In addition

The Head of Section must be informed if either:

- a) A member of staff feels that, after investigation, bullying has, or may have, occurred.
- b) A parent reports a case of suspected bullying to a member of staff.

Through My Concern we will keep a log of all such cases with details of the outcomes. The DSLs will review any cases of bullying and keep oversight of any trends. These will be shared with the Governor for anti-bullying activity.

Protecting pupils

Pupils will be protected from cyberbullying in the following ways:

- Education in ICT and PSHE lessons on the safe use of the internet and other digital technologies;
- Pupils will learn to appreciate the impact of cyberbullying on the emotional welfare of other young people;
- By creating a culture, through education, whereby any incident of cyberbullying is reported;



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- All e-communications sent using the School network will be monitored and, where possible, all offensive emails and other documents will be filtered and prevented from reaching the intended recipient;
- Pupils will be expected to sign up to an acceptable use of technologies policy.
- By creating dialogue with parents that recognises that protection from cyberbullying is a partnership between the School and Home.
- Pupils need to be aware that under the Education and Inspections Act 2006, the Headmaster has the legal right to discipline pupils who cyberbully others.


Further guidance and help can be obtained on:

The anti-bullying alliance	https://www.anti-bullyingalliance.org.uk/	
Childline	www.childline.org	0800 11111
The Lowdown	www.thelowdown.info	01604 634385
NSPCC	https://www.nspcc.org.uk/	



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Appendix 8 Low Level Concerns Policy

 Pitsford School <small>Opportunity Excellence Understanding</small>	
School Policy Document	
Name of Policy	Low Level Concerns Policy
Audience	Public
Date Created	August 2021 - FMK
Date last reviewed	August 2024 – FMK
Date for next review	Autumn 2023

Contents

1. Introduction .
2. Summary
3. Keeping Children Safe in Education September 2023
4. Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct
5. Storing and use of Low-Level Concerns and follow-up information
6. Process to follow when a Low-Level Concern is raised
7. Key Reference Document
8. Low Level Concern

1. Introduction

At Pitsford School we take safeguarding very seriously. This includes ensuring that adults who work with children do so in a way that is in accordance with the ethos and policies set out by the school, including the Staff Code of Conduct. This policy sets out the detail and processes for staff regarding low-level concerns they may have.



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2. Summary

It may be possible that a member of staff acts in a way that does not cause risk to children, but is however inappropriate. A member of staff who has a concern about another member of staff should inform the Head Teacher about their concern using a Low-Level Record of Concern Form. If the Head Teacher cannot be contacted, the Chair of Governors should be contacted instead.

3. Keeping Children Safe in Education

As part of our whole school approach to safeguarding, we should ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately and that we create a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one of KCSIE) are shared responsibly and with the right person, recorded and dealt with appropriately.

We encourage an open and transparent culture; and aim to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 338. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and*
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.*

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;*
- having favourites;*
- taking photographs of children on their mobile phone;*
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,*
- using inappropriate sexualised, intimidating or offensive language.*

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold (see Part Four - Section one), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

4. Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct



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Allegation

Behaviour which indicates that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Low-Level Concern

Any concern - no matter how small, even if no more than a 'nagging doubt' - that an adult may have acted in a manner which:

- is not consistent with an organisation's Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Appropriate Conduct

Behaviour which is entirely consistent with the organisation's Code of Conduct, and the law.

5. Storing and use of Low-Level Concerns and follow-up information

Low Level Concerns and follow-up information will be stored securely within the schools safeguarding systems, with access

only by the leadership team. This will be stored in accordance with the school's GDPR and data protection policies. The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Head Teacher or those aware in the senior leadership team.

Low-Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures.

Whenever staff leave Pitsford, any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be kept. Consideration will be given to:

- (a) whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, in line with normal safeguarding records practice; or
- (b) if, on balance, any record is not considered to have any reasonably likely value, still less actionable concern, and ought to be deleted accordingly.



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Appendix 9 COVID-19 Safeguarding Policy (Updated September 2024)

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Following various further lockdowns and hybrid conditions for learning due to pupils self-isolating we are now preparing to return to near normal conditions.

This policy addition was updated to adhere to safeguarding guidance provided on May 20th 2020 to support schools plan for this phased return. It remains here as an appendix as the guiding principles remain as we welcomed back all cohorts in September 2020 – in January 2021 as we re-entered lockdown and as we returned to school in September 2021.

In the academic year September 2023-24 we are not required to make any changes to school routines in respect of COVID-19

We are no longer teaching groups in bubbles and the requirement to wear face coverings has stopped.

The following principles remain:

- Ensure good hygiene for everyone.
- Maintain appropriate cleaning regimes.
- Keep occupied spaces well ventilated.
- Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19 (staff and pupils will continue to do a lateral flow test twice weekly).

The overriding principle is to prioritise children's mental health and access to education.

The procedures in place will be monitored, alongside any updated guidance from the DfE and PHE. Any changes will be communicated to parents if and when necessary. Our systems for remote learning are ready to go should they be needed.

The safeguarding principles to protect our children from harm and abuse will remain broadly the same and this update should be read in conjunction with our Full Safeguarding Policy.

1. Key contacts

Staff requiring any guidance and support with issues about coronavirus (COVID-19) relating to schools can call the DfE coronavirus helpline on 0800 046 8687: Lines are open from 8am to 6pm, Monday to Friday, and 10am to 4pm at weekends.

2. Attendance monitoring



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Full attendance is now required in school and our normal attendance processes apply. There is no requirement to isolate if in contact with someone who tests positive for COVID-19. If a pupil is unwell with COVID symptoms they should remain at home until they are well enough to return to school.

3. Provision of Education – current guidance

It is expected that pupils will only be absent if they are unwell, therefore remote live learning will not be suitable for them. Students requiring bridging work should check firefly as normal arrangements and contact their subject teachers if they need extra support.

In exceptional cases, for example an individual under local restrictions such as quarantine abroad, please contact the school office or tutor and arrangements will be considered to put extra support in place depending on the circumstances.

4. Provision of education – future outbreak, new restrictions or lockdown.

In the circumstance where the government put restrictions on attending school that necessitate a return to remote learning, we will return to our previous policy. This will be updated to reflect the guidance provided by the DfE, Public Health England and Local Authority. Our Covid-19 risk assessments will be updated to reflect the circumstances.

5. Supporting children not in school

The School is committed to ensuring the safety and wellbeing of all its pupils.

Where the DSL has identified a child or young person to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

All children will have regular contact with tutors as per guidance set out in the remote learning policy - this includes a scheduled live tutorial once per week in the senior school.

The School will share safeguarding messages on its website and social media pages.

We recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Pitsford School need to be aware of this in setting expectations of pupils' work where they are at home.

6. Supporting children in school

Pitsford School is committed to ensuring the safety and wellbeing of all its pupils. We must be particularly aware of new concerns that may become apparent as pupils return to school and acting quickly to address those concerns.

The School will continue to be a safe space for all children to attend and flourish. The Head of each part of the School will ensure that appropriate staff are on-site and staff to pupil ratio numbers are appropriate, to maximise safety.



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The School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

The School will ensure that where we care for children of critical workers and vulnerable children onsite, we ensure appropriate support is in place for them.

Where the School has concerns about the impact of staff absence – such as our Designated Safeguarding Leads or first aiders – we will discuss them immediately with our Governors.

7. Vulnerable children

Vulnerable children for the purposes of continued attendance during any coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment (risk assessment guidance), that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion

Senior leaders, especially the DSL (and DDSL) know who our most vulnerable children are. Teachers should be aware that we may notice new safeguarding concerns when pupils return to school. We may also have new concerns from our experience of working with families through remote learning. We have the flexibility to offer a place to those on the edge of receiving children's social care support. Pitsford School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Fidelma Kirk (DSL). There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

8. Mental Health

Pitsford School recognise that negative experiences and distressing life events, such as the circumstances of the last two years, can affect the mental health of children and their parents.

Useful guidance to help teachers to identify children who might need additional support, and to put this support in place can be found at



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<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>.

The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. Staff should be aware of pupils being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils in the current circumstances can include our existing support networks in school or over the phone for those children still not physically in school. Tutors, Form Teacher are usually first port of call, other key pastoral staff can also be called and if needed, specialist support services in the community.

Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of children's work. The department has provided separate guidance on remote learning practices: <https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>

Our teens have been signposted to:

Kooth Teenage Mental Health Online <https://www.kooth.com/>

Northampton Charity: The Lowdown <http://thelowdown.info/>

9. Online safety

Where students are using computers in school, appropriate supervision will be in place. The starting point for online teaching should be the same principles as set out in our Staff code of Conduct. All staff have signed an acceptable use of technologies agreement, and parents have agreed that they have read the policy with their child. The policy applies equally to any existing or new online and distance learning arrangements which are introduced. Our Remote Learning Policy is on firefly and sets out our framework for this. Our Online Safety Policy lays out the detail that underpins this.

The school will continue to provide a safe environment online. this includes an online filtering system.

10. Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Pitsford School's Staff Code of conduct and additional guidance set out in Remote Learning Policy.

The School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- The live class should be recorded at all times, so that if any issues were to arise, the video can be reviewed



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- Groups only. 1:1s should be avoided and can only occur if you have requested and obtained specific consent from a parent; a record of this should be sent to pupilcontact@pitsfordschool.com
- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas
- Language must be professional and appropriate, including any family members in the background
- Staff must follow the guidance outlined in the remote learning policy and the specific instructions regarding procedures for safe Zoom conferencing. This includes use of password, meeting ID, only inviting pupils from within Firefly, and recording and logging Zoom meetings as per our procedures.

11. Track, trace, isolation and testing.

We are no longer testing in school. And there is no requirement for pupils or staff to test at home.

12. Guidance for Children, Parents and teachers.

Regular pastoral updates are made to parents, pupils and teachers regarding support for children and families. This is done through letters, links on the Firefly Dashboard, Signposting in tutor time and via notices in the 'Daily' our morning registration and information bulletin:

Specifically for children:

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

Specifically for Parents and Carers

- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet Matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC and O2, including a guide to social n



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Safeguarding Policy Appendix 8 – Online Safety – Acceptable Use policy. (The full policy is available on the school website but this policy is shared with all senior school pupils – a similar policy is shared with junior school parents).

Acceptable Use of Technology Policy for Pupils and Parents September 2023

By using the school Firefly system, and other online services provided by the school, all pupils, parents, staff and governors agree to do so with courtesy and respect to the school and wider community.

We ask parents and tutors to read this with the pupils in their care and ensure that they understand this.

Pupils at Pitsford School are responsible for good behaviour on the internet just as you are in a classroom, a library or any public space. The general rules of behaviour apply to this too.

The internet is mainly provided for you to do research, access Firefly and backup your work. Remember the motto: "Access is a privilege, not a right" and that access requires responsibility.

When you access the computer system and the internet at Pitsford, you will be given your own username and passwords – you must keep these safe and never share them with anyone:

- **You will receive:**
- **A System Username and Password** – this is to log into the school network on any school computer.
- **An Email User name and password** – this is to access webmail (you will find the link to login from the school website homepage.
- Mr Leach the Network manager creates and manages these passwords and user IDs so if you have any problems or forget you must go to him or ask your tutor.
- You will then be able to login to Firefly and be able to create your own Firefly password. If you forget this password you can reset by sending a password request to your school email account.

You are responsible for your behaviour and any communications (email, social networking etc) you have over the network. You must comply with our standards and honour this agreement that you will sign.

In the interest of your safety, we may review files and communications in your documents on the shared area or Firefly to ensure that you are using the system responsibly. This means that you should not expect that files stored on servers or storage media are always private.



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During lessons, teachers will guide you towards appropriate materials. Outside of organisation, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

The following are not permitted within Pitsford School:

- Sending or displaying offensive or inappropriate messages or pictures. Using obscene language
- Harassing, insulting or attacking others (cyber bullying)
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using others' passwords or accounts
- 'Hacking' into others' folders, work or files for any reason
- Using malware or any other behaviour designed to disrupt the system or pupils learning
- Intentionally wasting limited resources, including printer ink and paper

Sanctions

If you break any of the above rules, you may receive either a temporary or permanent ban on your internet/computer/phone use. Your parents/carers will be informed. Devices will be confiscated and held securely until your parents can collect them. A standard sanction for this will be a Friday detention.

Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour, including cyberbullying.

If necessary, police or local authorities may be asked to get involved.

If necessary, external agencies such as Social Networking or Email Member sites may be contacted and informed.

Thus:

Do not tell anyone your password or login name, other than the persons responsible for running and maintaining the system.

Do not upload/send personal addresses, telephone / fax numbers or photographs of anyone (staff or pupil) at the organisation wither through email or social networking sites.



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Do not download, use or upload any material which is copyright. Always seek permission from the owner, before using any material from the internet. If in doubt, do not use the material. This includes downloading videos and songs.

Under no circumstances should you view, upload or download any material which is likely to be unsuitable for children. This applies to any material of a violent dangerous or inappropriate context. If you are unsure ask your teacher.

Always respect the privacy of files of other users.

Be polite and appreciate that other users might have different views than your own. The use of strong language, swearing or aggressive behaviour is not allowed.

Report any incident which breaches these rules to your teacher or a trusted adult in organisation.

Safeguarding and Anti-bullying Policy

Further guidance on using the internet safely and respectfully can be found in the safeguarding and anti-bullying policies. Tutors will go through this guidance in the first week back at school.

Use of personal devices.

All rules regarding the use of technology are also applicable when using your own devices in a school context.

Pupils in Years 7-10 may bring phones to school if they need them for travelling but may not use them in school and must hand them in to the office at the beginning of the school day. This will be with the knowledge and permission of parents. These phones must be named. Pupils may have phones on school trips, if the trip leader has allowed and the teacher will give specific instructions on their use. School transport counts as school premises.

Pupils in Years 11 and 6th Form may use devices in common rooms and the library for study purposes.

At no time can any devices be used in toilets, changing rooms or bedrooms (on a school trip) after curfew .

Pupils must not take images or videos of other pupils in school without their permission and the permission of a teacher, and posting messages or images on social media during school hours is not acceptable and may lead to serious repercussions.

Pupils must ensure that all devices are password protected, that the password is not shared with anyone and that laptops have anti-virus software installed and are used according to the guidance above.



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Any device brought into school within the guidelines above must be stored in a locker when not being used. These can be rented from ILS, the link is on your firefly dashboard. The safety of your devices is your responsibility.

The school bus counts as school premises in relation to the rules above.

Out of school use is the concern of your family setting. We can provide guidance, advice and support but cannot be responsible for behaviour on social media out of school hours.

We expect however that all of our school community treat others with respect when communicating online, whether that be by email or informal communications such as whats app or social media platforms.

Remote Learning COVID-19

In the event of a full or partial lockdown we would return to remote learning. If for a substantial period, this would involve some real time learning via video conferencing where possible and real time messaging where not. We also still have restrictions on inviting groups and visitors into the school premises and in specific circumstances (eg music lessons) this may require video conferencing.

When communicating with teachers and other pupils in Firefly the rules and respect etiquette of a 'real' classroom will apply. This includes on the social forums as well as during formal collaborative tasks.

Where appropriate, teachers may use Zoom or Microsoft Teams to have real time live learning conferencing, or recorded content.

1. Only respond to meeting invites from your teacher/tutor from within firefly tasks or Virtual Tutor Group. For subject lessons you will be invited directly from your Firefly task page on the day of meeting which your parents will also be able to see. For tutorials you will be invited directly from your tutor group page.
2. When participating in video conferencing you should clear other personal pages from your screen to avoid sharing personal content. When you accept an invite from your teacher you will be admitted to a waiting room and wait until the teacher accepts you into the class. You should always use your real name.
3. Ensure you are in a space in your house that is public eg a dining room or kitchen, but where the privacy of other family members is protected.



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4. Consider what is behind you that can be seen by your camera; a blank wall is best but ensure no personal identification or photographs are in shot.
 5. Ensure that you are dressed appropriately.
 6. You must not record your lesson or use/share live content of your class.
 7. Teachers may pre-prepare recorded video/audio content. This is for school use only and must not be copied/shared with anyone outside the community or within the community for non-educational reasons. The same applies to any other resources or content within our platforms.
 8. You may only join a video conferencing class or tutorial with the formal consent of parents.
 9. Under no circumstances will you copy the video conferencing link and share it with anyone who is not in your class or tutor group.
 10. Music Lessons: Pupils who are continuing music lessons in school this term will have them via zoom until it is safe for peripatetic teachers to visit in person. More information about this will be communicated separately, but Zoom lessons will take place in a designated place, on school equipment with a chaperone adult from school staff also present in the call but on 'silent mode'.
 11. Parents Evenings: If we are unable to welcome parents back on site in group situations we will be using School Cloud for Parents Evenings.
 12. We will expect our normal values of courtesy and respect to others to be maintained in a virtual classroom or meeting. Rules and guidance are there for everyone's safety and to ensure the best learning and communication. If they are not followed parents/guardians will be contacted to agree an appropriate sanction or follow up.
- NB We may use video conferencing within school for group assemblies. These do not require consent as they will be in the company of teachers in our setting.

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