THE SERENDIPITY CENTRE

EDUCATION SAFEGUARDING POLICY

February 2024

Version History

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6.0	Michele Aldridge (DSL)	November 2019	Policy amendment (S4.2)
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11.0	Pip Smith (DSL)	June 2022	Policy amendment (4.3 Safeguarding team)
12.0	Pip Smith (DSL)	February 2023	Policy revision to sections 7 to 9 based on 2022 KCSiE update
13.0	Pip Smith (DSL)	February 2024	Policy revised (Section 10) in line with 2023 KCSiE and HCSB policy documents

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1. Monitoring and review

1.0.1 Monitoring and review will be undertaken at least annually by the Designated Safeguarding Lead (DSL) in line with DfE, HSCB, HCC and any other relevant guidance. The formal review will determine the efficiency with which the related duties have been discharged, by no later than the review date, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

1.0.2 All updates to this policy are in line with Keeping Children Safe in Education 2023.

2. Abbreviations, acronyms and definitions

Abbreviation or Acronym	Description
TSCL	The Serendipity Centre Ltd
SLT	Senior Leadership Team
DSL	Designated Safeguarding Lead
HCC	Hampshire County Council
HSCB	Hampshire Safeguarding Children Board
SL	Safeguarding Lead
LADO	Local Authority Designated Officer
CfC	Cause for Concern
CSC	Children's Social Care
PR	Parental Responsibility
KCSiE	Keeping Children Safe in Education (September 2022)
DfE	Department for Education

2.1 The definition of children and young people

2.1.1 **Children and young people are under 18**. A child is defined in the Children Act (1989 and 2004) and echoed in both Working Together to Safeguard Children 2018 and KCSiE 2018. It defines a child as someone who has not yet reached their 18th birthday.

2.1.2 For the purpose of this policy the term 'student' will be used to refer to all children and young people at The Serendipity School.

2.2 Definition of safeguarding

2.2.1 Within KCSiE 2022 and the Ofsted inspection guidance there are a number of safeguarding areas directly highlighted or implied within the text.

2.2.2 These areas of safeguarding have been separated into the following:

- Part 1: High risk and emerging safeguarding issues
- Part 2: Safeguarding issues relating to individual student needs
- Part 3: Other safeguarding issues that may potentially have an impact on students
- Part 4: Accountability

2.2.3 **Safeguarding** means protecting a student's right to live in safety; free from abuse and neglect.

2.2.4 Working Together to Safeguard Children 2018 defines safeguarding as:

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

2.3 Definition of child protection

2.3.1 **Child protection** is an aspect of safeguarding, but it is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

2.4 Definition of abuse

2.3.1 **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts/or failure to provide proper care.

3. Policy statement

3.0.1 This document is based on guidance from the 2018 KCSiE and subsequent revisions to the original document (update August 2022).

3.0.2 Safeguarding determines the actions that we take to keep students safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all of our students.

3.0.3 The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

3.1 Aims

3.1.1 To provide staff with the framework to promote and safeguard the wellbeing of students and in so doing ensure they meet their statutory responsibilities

3.1.2 To ensure consistent good practice across the school

3.1.3 To demonstrate our commitment to protecting students

3.2 Principles and values

3.2.1 Safeguarding students from harm and promoting their development is everyone's responsibility. As such, it does not rest solely with the DSL and SLs to take a lead responsibility in all of the areas covered within this policy.

3.2.2 Safeguarding processes are intended to put in place measures that minimise harm to students. There will be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations a review will be carried out in order to identify learning and inform the policy, practice and culture of the school.

3.2.3 All students in our school are able to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the student, take their worries seriously and share the information with the appropriate people.

3.2.4 In addition, we provide students with information of who they can talk to outside of school both within the community and with local or national organisations who can provide support or help.

3.2.5 All our students have a right to feel secure and cannot learn effectively unless they do so.

3.2.6 All children have a right to be protected from harm.

3.2.7 We acknowledge that working in partnership with other agencies protects children and reduced risk and so we will engage in partnership working throughout the child protection process to safeguard children.

3.2.8 Whilst the school will openly work with parents/carers as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

4. Roles and responsibilities

4.1 Designated Safeguarding Lead (DSL)

4.1.1 The Serendipity School's DSL is Pip Smith. See section 12.1 'Safeguarding team contact details'.

4.1.2 The role of the DSL is to:

- Take lead responsibility for managing safeguarding issues and cases
- Refer all cases of suspected abuse or allegations of abuse to either CSC or the LADO – this can be delegated to the SL, but responsibility remains with the DSL
- Act as a source of advice, support and expertise within The Serendipity School when deciding to make a referral by liaising with relevant agencies
- Identify safeguarding training needs and organise training
- Participate in local safeguarding boards when required
- Evaluate and contribute to high standards of safeguarding practice at TSCL
- Work to ensure that wellbeing of students placed in our school is in constant focus and that they are guarded from harm or abuse.

4.2 Safeguarding Leads

4.2.1 In the event that the DSL is not available in school, or cannot be contacted via telephone, Neil Joisce (Deputy Head Teacher) acts as Safeguarding Lead (SL) for the school,

4.2.2 The role of the SL is to:

- Take responsibility for managing safeguarding issues and cases until cases can be transferred over to DSL
- Refer all cases of suspected abuse or allegations of abuse to either CSC or the LADO as directed by the DSL
- Contribute to high standards of safeguarding practice at TSCL
- Work to ensure that wellbeing of students placed in our school is in constant focus and that they are guarded from harm or abuse.

4.3 Safeguarding team

4.3.1 Staff who have completed CfC Forms are required to notify the DSL on completion and as part of the daily handover process, all CFC forms are logged. This provides the DSL oversight of the safeguarding issues affecting the students within The Serendipity School. The system enables the DSL to review the safeguarding concerns across the school and note any themes or trends which require action and reduces the risk of staff working in isolation on safeguarding concerns. Additionally, the members of the safeguarding team would be expected to disseminate and embed any learning identified to the wider workforce. The members of the safeguarding team are all employed by TSCL and adhere to their, and national, confidentiality and data protection frameworks.

4.3.2 The membership includes the safeguarding team listed above (sections 4.1 – 4.3), alongside the Managing Director, Sean Maguinness and Operational Manager, Jarrod Elcock (see section 12.1 ‘Safeguarding team contact details’).

4.3.3 If the safeguarding concern centres around a member of the TSCL workforce, or TSCL’s SLT, stricter parameters are placed around the circulation of confidential information. Please see procedures outlined in paragraph 6.0.4 in section 6 ‘Procedure’.

5. Closed circuit television (CCTV)

5.0.1 Every step is taken to ensure that comprehensive precautions are in place to safeguard and protect the students, staff and visitors to The Serendipity School. This includes having fixed Closed Circuit Television (CCTV) cameras located around the school site, both internally and externally in ‘communal’ and/or ‘public’ areas. This additional security feature aims to provide security and safety for the students, staff and visitors, and to provide security for The Serendipity School premises and equipment. The cameras, which record images only (no audio is recorded from this system), are connected to digital video recorders (DVRs) located in a locked IT

cupboard. Recordings are held on the system for one month before being deleted. The system runs over the computer network and access is restricted to inside The Serendipity School only (the functionality to access remotely is not available). Access to view the CCTV recordings is made by the DSL to the IT Support team, with a clear rationale for the request for CCTV to be reviewed. Only authorised persons will view the CCTV, this may include the police if requested. All management of CCTV recordings will be handled in strict accordance of The Serendipity School CCTV Policy and the justification for continuing to use CCTV surveillance is reviewed annually with this safeguarding policy or at any point when its use is challenged.

5.0.2 The Serendipity School recognises that the CCTV digital images, which would show a recognisable person, are sensitive material and are subject to the Data Protection Act 2018. Students and those with PR are informed of the CCTV system operating across The Serendipity School and its reason for use prior to enrolment. Agreement around the use of CCTV in communal/public areas is sought before the student's schooling commences, with the students / person(s) with PR signing a consent form. Staff will have been informed of the use of CCTV upon appointment.

6. Procedure

6.0.1 In recording and managing concerns regarding the abuse of students, which may include abuse between students, all staff must use the Cause for Concern (CfC) Forms as set out in this policy (refer to section 11.2 'Applicable documents').

6.0.2 All staff are required to be aware of and alert to the signs of abuse and neglect. All cases of suspected abuse and neglect should be given the highest priority.

6.0.3 The flowchart in section 6.2 'Flowchart safeguarding (CfC) procedure' sets out the procedure that should be followed should a staff member feel concerned about a student.

6.1 Dealing with allegations against staff

6.1.1 If the concern involves a member of staff the DSL must be contacted immediately and information will only be shared to the appropriate professionals via the DSL. Where the concern relates to any member of staff, which includes the Head Teacher or the Director, contact should be made with the Operational Manager, Jarrod Elcock directly, via telephone and/or email.

6.1.2 Should the concern involve the Head Teacher or Managing Director an independent human resources consultant will be appointed to carry out the investigation.

6.1.3 The flow chart in section 6.3 'Allegations management' sets out the procedure that should be followed for the management of allegations.

6.1.4 LADO and or Ofsted should be contacted directly if a staff member feels the concern cannot be reported internally (see contact details in section 12.3 'LADO contact details' and section 12.4 'Ofsted contact details').

6.1.5 It is acknowledged that Working Together 2015 advised a name change from LADO to Designated Officers (DO), however, since Hampshire and Southampton Local Authorities continue to manage the children's services department they have taken the

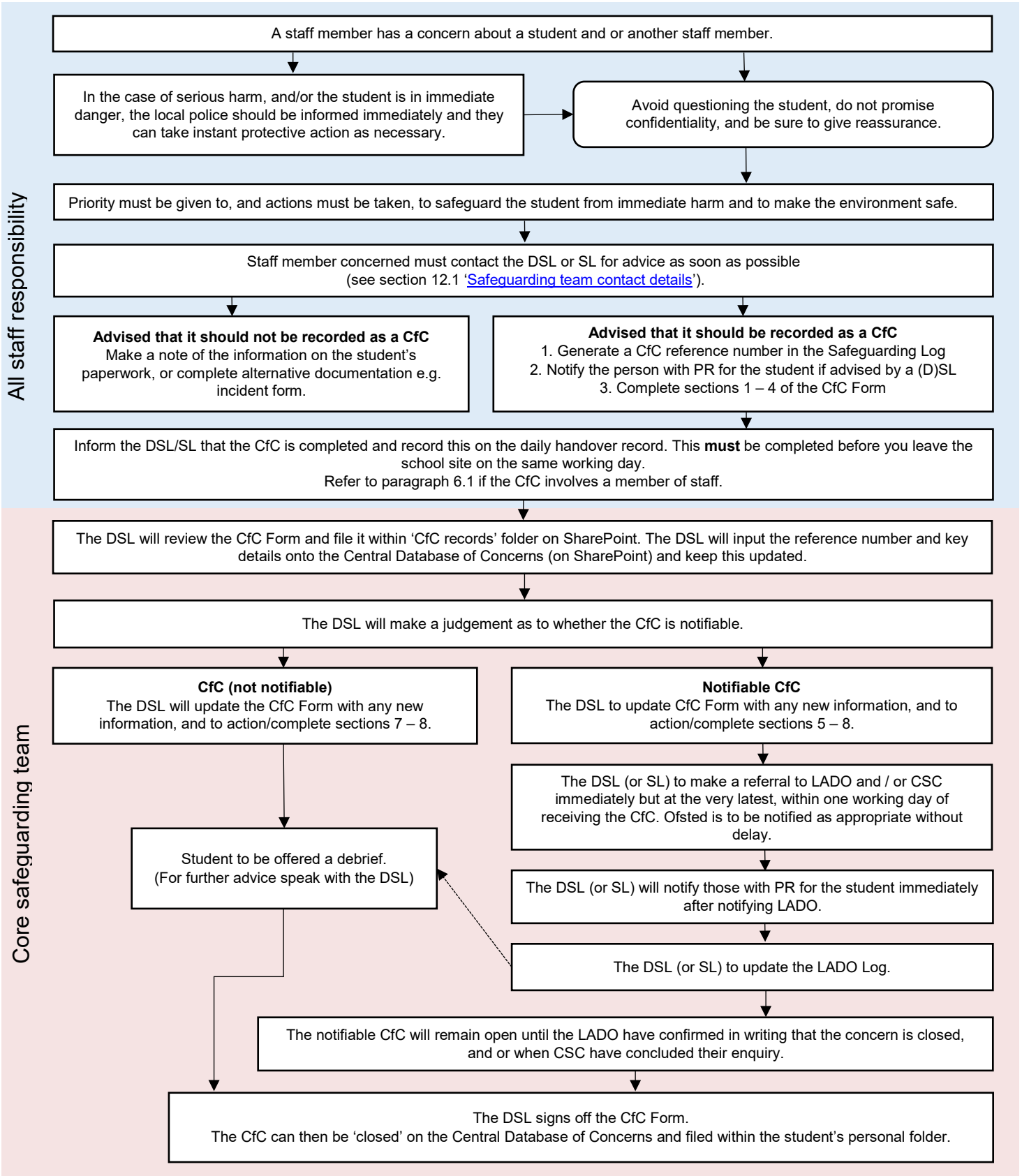
made the choice to maintain the acronym LADO (see clarification in Appendix 1 from the local LADO).

6.1.6 If a member of staff feels their concerns are not being taken seriously then they can contact the NSPCC whistle-blowing helpline number on 0800 028 0285, and email address: help@nspcc.org.uk.

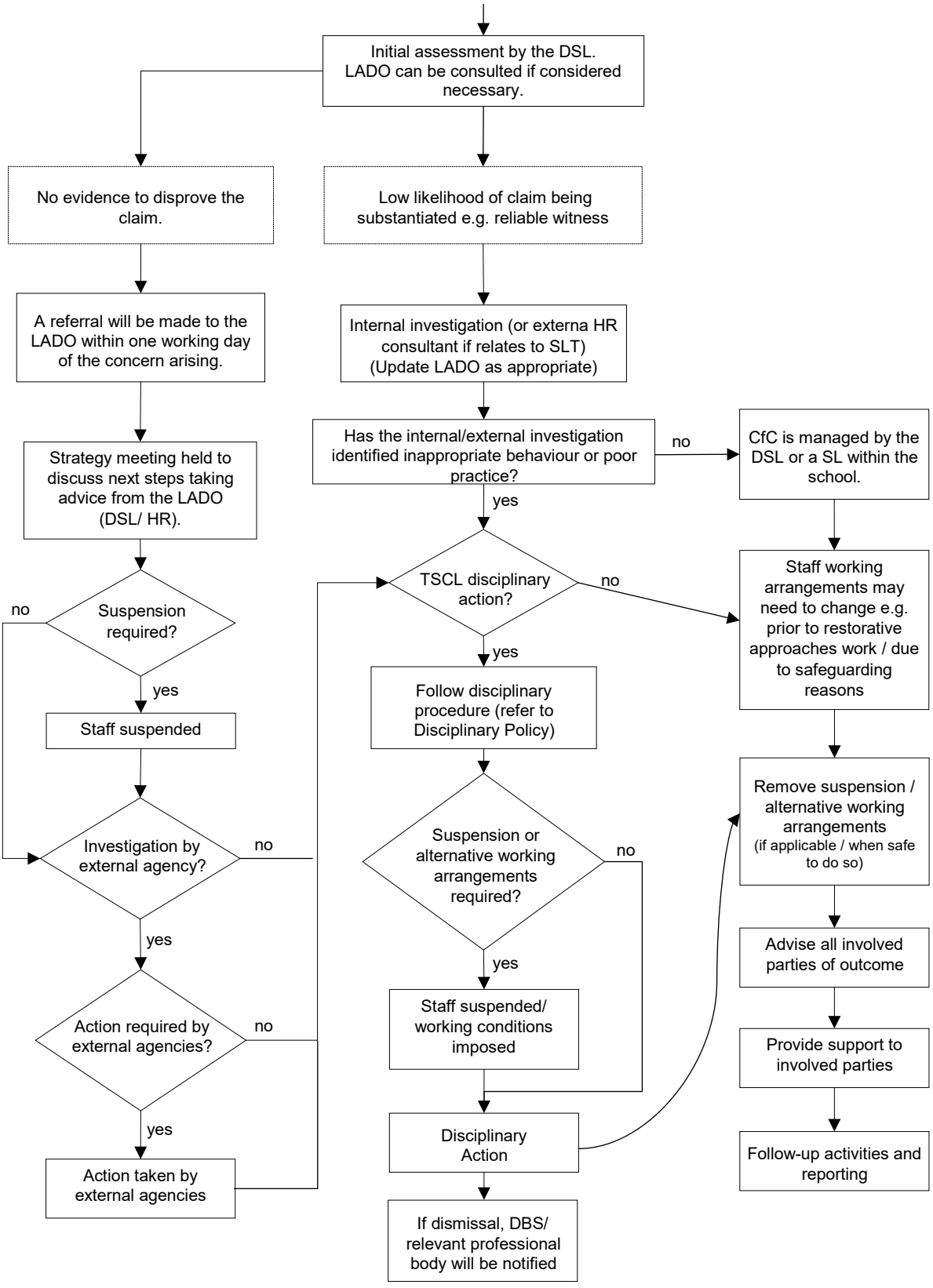
6.1.7 Students are able to report their concerns to any staff member. Details of external safeguarding agencies (including Childline) are displayed around the school.

6.1.8 The Serendipity School must act on every suspicion/allegation of abuse. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

6.2 Flowchart safeguarding (CfC) procedure



6.3 Allegations management



6.4 Immediate harm

6.4.1 In the case of serious harm, and/or the student is in immediate danger, the local Police should be informed immediately and they can take instant protective action as necessary. Urgent advice should also be sought from Hampshire CSC and the student's placing authority if different (and on a care order).

6.4.2 The student can be kept at the school fully supported by staff if advised to do so by these agencies and a collective multi-agency decision should be made on how to proceed (including whether to notify parents/person(s) with parental responsibility (PR) if applicable).

6.4.3 If urgent medical attention is needed and there is a suspicion of abuse a member of staff uninvolved in the concern should take the student to the Accident and Emergency Unit at the nearest hospital. CSC should be notified and advice sought about what action children's services and/or the Police will take and how the parents/person(s) with PR will be informed. Every reasonable effort should be made to inform the parents/person(s) with PR as soon as possible if a student requires urgent hospital attention, however this should not delay any necessary medical assessment or treatment. If the suspected abuse is sexual then the medical examination should be delayed until CSC and the Police can liaise with the hospital, unless the needs of the student are such that medical attention is the priority. There must at all times be a responsible adult with the student whether that be from the school, CSC or the Police if the parents/person(s) with PR are not appropriate.

6.5 Cause for concerns (not notifiable)

6.5.1 Sometimes students engage in positive risk taking behaviours in order to develop, thus not all concerns will be considered 'notifiable CfCs'. A 'non-notifiable CfC' in this policy is any concern raised that does not meet the threshold to be referred to either CSC or the LADO under safeguarding and one that can be managed internally by a member of The Serendipity School's safeguarding team, but is still recognised to be 'of concern'.

6.5.2 As soon as a staff member has a cause to be concerned about a student their priority is to safeguard the student from any immediate harm. They must then contact a member of the safeguarding team for advice as soon as possible. If others are unavailable, the DSL can be contacted directly.

6.5.3 In discussion with the member of staff, the DSL/SL will determine whether the proposed concern should be recorded on a CfC Form, or whether it is not considered to be a CfC but should be recorded on the student's daily paperwork. They can also advise on what immediate actions need to be taken to safeguard the student(s) and to make the environment safe.

6.5.4 If it is considered to be a CfC, the staff member raising the concern should generate a reference number by recording the CfC in the Safeguarding Log.

6.5.5 With the support of a senior member of staff if necessary, contact will be made with those with PR for the student(s) following guidance in section 10.13 'confidentiality and information sharing' if it is appropriate to do so.

6.5.6 Focusing on the facts, the staff member will need to complete sections 1 – 4 of the CfC Form which includes key information, wider system involvement, paperwork/information related to the CfC, and the immediate actions taken in response to the concern. If for any reason the people with PR for the student have not been notified of the concern, it must be clearly recorded in section 2 that contact has not been made. The completed CfC Form should be sent to the safeguarding team email address (educationsafeguarding@serendipity-education.com) as soon as possible and before the member of staff leaves the school site on the same working day. Refer to paragraph 6.0.4 in 'Procedure' for how to report a CfC if it involves a member of staff.

6.5.7 The DSL will file the CfC Form in the 'CfC records' folder on SharePoint within one working day. The DSL will enter the reference number and key details onto the Central Database of Concerns and keep this updated for the purpose of data analysis. The DSL can seek further guidance from the Managing Director and/or Operational Manager directly at this point if they feel there is a concern that needs timely oversight.

6.5.8 The DSL will review the CfC. Once they have judged that the CfC is not notifiable, they will update the CfC Form with any new information, and to complete sections 7 – 8. The DSL will record the details on the Central Database of Concerns.

6.5.9 A debrief with the student will be arranged within a timescale appropriate to the situation. Staff must record this. All attempts to offer a debrief to a student, refusals, and where one takes place must be recorded in sections 4 / 7 of the CfC Form.

6.5.10 Once all sections of the CfC Form have been completed in full, it will be signed off by the DSL to confirm completion. The concern is 'closed' on the Central Database of Concerns by the DSL. The completed CfC Form is then moved from the 'CfC records' folder and filed within the student's personal folder.

6.6 Notifiable cause for concern

6.6.1 A 'notifiable CfC' is where a student discloses abuse or neglect by another, or multiple, individual(s), and/or where a staff member becomes aware of a risk of abuse or neglect towards a student. Thus, any evidence which suggests a student has come to, or is at risk of significant harm. Concerns of this nature would meet the threshold to be referred either to CSC and/or the LADO. A 'notifiable CfC' would also include any concern where the DSL/SL seeks advice from the LADO on how to proceed.

6.6.2 Upon initial disclosure, or suspicion of, abuse/neglect, staff must contact either the DSL or SL for advice and guidance. **Staff must not**:

- Investigate the incident
- Ask leading questions
- Get the student to repeat the disclosure over and over
- Get assumptions or offer alternative explanations
- Approach/inform the alleged abuser

6.6.3 Follow procedure outlined in paragraphs 6.3.2 – 6.3.7 in 'Cause for concerns (not notifiable)'.

6.6.4 Once the DSL has judged the concern to be a 'notifiable concern', the DSL will complete sections 5 – 8 of the CfC Form. The DSL will record the details of the concern on the Central Database of Concerns.

6.6.5 The DSL will then make a referral to either CSC or the LADO immediately but at the very latest, within one working day of receiving the CfC to discuss the suspicion/allegation of abuse and agree a course of action. Ofsted is to be notified as appropriate without delay. The DSL will determine whether contact needs to be made with the Local Authority in which the school is geographically located (Southampton).

6.6.6 The DSL will notify all those with PR for the student(s) immediately after notifying LADO following guidance in section 7.7 'Confidentiality and information sharing'.

6.6.7 If the LADO confirms that they do not consider the matter to be a notifiable concern then the date and time of the contact, along with a summary of the discussion, is recorded in section 5 of the CfC Form. It should then be added to the Central Database of Concerns that the concern is marked as a Safeguarding Level 1 – No Further Action.

6.6.8 Any contact made with the LADO must be recorded on the LADO section of the CfC.

6.6.9 If the LADO confirms that the matter is a notifiable concern and that it requires investigation either at local or external level then section 7 of the CfC Form must be used to record all further actions taken. The notifiable concern will remain open until the LADO have confirmed in writing that the concern is closed and the DSL completing the CfC Form has signed the CfC Form to confirm that the investigation is completed in full. The notifiable concern will remain open until all elements of sign-off have been completed. It can then be 'closed' on the Central Database of Concerns.

6.6.10 The LADO will oversee any subsequent investigation of any suspicion or allegation of abuse directed against anyone working within The Serendipity School. The school will not investigate suspicions/allegations of abuse from a member of staff without first taking instruction from the LADO. If as the result of an investigation there has been a substantiated allegation against a member of staff, the DSL will liaise with the LADO to determine whether there are any improvements to be made to our safeguarding policy, procedures and practice to prevent similar events in the future. Referrals to professional bodies/disclosure and barring service would be made as directed by the LADO.

6.6.11 If CSC confirms that the matter has met their threshold (and does not involve a staff member at The Serendipity School) they may hold a strategy discussion and instigate a section 47 enquiry.

6.6.12 School staff will co-operate entirely with any investigation carried out by either CSC, the LADO and/or the Police. Records are kept of all conversations as part of the investigation process and made available as required. The CfC Form will continue to be updated with all new information/actions.

6.6.16 Once either CSC or the LADO are satisfied the concern has been appropriately managed by The Serendipity School, or once they have concluded their enquiries, the DSL will sign off the CfC Form. The concern then needs to be 'closed' on the Central Database of Concerns and in the locations Safeguarding Log.

6.7 Allegation of abuse of a student who is not enrolled at The Serendipity School

6.7.1 If the school received information that suggests a member of staff was abusing/neglecting a child who does not attend The Serendipity School the DSL would immediately report to the Local Authority via LADO. Contact should be recorded on the LADO Log. The DSL would then formally advise the employee of the allegation (as agreed with LADO), making it clear that the school would not play any part in the investigatory process. The employee would be advised of the possibility of facing suspension or re-assignment to other duties, in order to minimise risks to both the member of staff and the students at school, as advised by the LADO. If the allegation is subsequently proved to be unfounded, the employee would be given full support in resuming their career.

6.8 Allegation of non-recent abuse

6.8.1 Non-recent abuse (also known as historical abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is now 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old. A student under the age of 18 could also disclose abuse from early childhood.

6.8.2 Should a student make an allegation of non-recent abuse, staff are to follow the procedure outlined in section 6.1 'Flowchart safeguarding (CfC) procedure'. The DSL will make contact with the local authority to confirm whether or not the allegation is on record/has been investigated prior to this instance. All school staff will comply and cooperate with Local Authority's child protection procedures should an investigation take place.

7 Part 1 – High risk and emerging safeguarding issues

7.1 Contextual Safeguarding

7.1.1 All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of our school.

7.1.2 All staff, but especially the designated and other nominated safeguarding leads should consider whether children are at risk of abuse or exploitation in situations outside their families.

7.1.3 Risk and harm outside of the family can take a variety of different forms and children can be vulnerable to sexual exploitation, criminal exploitation, and serious youth violence in addition to other risks.

7.1.4 As a school, we will consider the various factors that can impact the life of any student about whom we have concerns. We will consider the level of influence that these

factors have on their ability to be protected and remain free from harm, particularly around child exploitation or criminal activity.

7.1.5 What life is like for a child outside the school gates, within the home, within the family and within the community are key considerations when the DSL is looking at any concerns.

7.2 Preventing Radicalisation and Extremism

7.2.1 The prevent duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks include, but are not limited to, political, environmental, animal rights, or faith-based extremism that may lead to a child becoming radicalised. All staff have undertaken e-learning training in order that they can identify the signs of children being radicalised.

7.2.2 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 and the grooming of children can occur through many different methods, such as social media or the internet, and at different settings.

7.2.3 As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

7.2.4 Any child who is considered vulnerable to radicalisation will be referred by the DSL to Hampshire children's social care, where the concerns will be considered in the MASH process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process.

7.3 Gender based violence / Violence against women and girls

https://www.gov.uk/government/policies/violence-against-women-and-girls

7.3.1 The government has a strategy looking at specific issues faced by women and girls.

7.3.2 Within the context of this safeguarding policy the following sections are how we respond to violence against girls: female genital mutilation, forced marriage, honour-based violence and teenage relationship abuse all fall under this strategy.

7.3.1 Female Genital Mutilation (FGM)

7.3.1.1 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

7.3.1.1 The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

7.3.1.2 FGM is illegal in the UK.

7.3.1.3 On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. 'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act. In these situations, the DSL and/or headteacher will be informed and the member of teaching staff must call the police to report suspicion that FGM has happened.

7.3.1.4 At no time will staff examine students to confirm concerns

7.3.1.5 For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated, the staff will inform the DSL who will report it as with any other child protection concern.

7.3.4.6 While FGM has a specific definition, there are other abusive cultural practices which can be considered harmful to women and girls. Breast ironing is one of five UN defined 'forgotten crimes against women'. It is a practice whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty. This practice is considered to be abusive and should be referred to children's social care.

7.3.2 Forced Marriage

7.3.2.1 In the case of children: 'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, *psychological, financial, sexual and emotional pressure.'* In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. is under 18.

7.3.2.2 It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.

7.3.2.3 Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.

7.3.2.4 Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to students who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

7.3.2.5 While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

7.3.2.6 On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

7.3.3 Honour-Based Abuse

7.3.3.1 So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

7.3.3.2 It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour-based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family
- are exploring their sexuality or identity

7.3.3.3 Women and girls are the most common victims of honour-based abuse however, it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence

- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

7.3.3.4 All forms of honour-based abuse are abusive (regardless of the motivation) and should be handled and escalated as such. If staff believe that a pupil is at risk or has already suffered from honour-based abuse, they will report to the DSL who will follow the usual safeguarding referral process; however, if it is clear that a crime has been committed or the pupil is at immediate risk, the police will be contacted in the first instance. It is important that, if honour-based abuse is known or suspected, communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

7.3.4 Teenage Relationship Abuse

7.3.4.1 Relationship abuse can take place at any age and describes unacceptable behaviour between two people who are in a relationship.

7.3.4.2 Research has shown that teenagers do not always understand what may constitute abusive and controlling behaviours, e.g. checking someone's 'phone, telling them what to wear, who they can/can't see or speak to or coercing them to engage in activities they are not comfortable with. The government campaign "disrespect nobody" provides other examples of abusive behaviour within a relationship.

7.3.4.3 This lack of understanding can lead to these abusive behaviours feeling 'normal' and therefore left unchallenged, as they are not recognised as being abusive.

7.3.4.4 In response to these research findings, the school will provide ongoing education through the PSHCE/RSE programme and pastoral support to help prevent teenagers from becoming victims and perpetrators of abusive relationships, by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships. This will form part of the school's curriculum content in respect of Relationship Education.

7.3.4.5 If the school has concerns about a child in respect of relationship abuse, it will report those concerns in line with procedures to the appropriate authorities as a safeguarding concern, a crime or both.

7.4 Sexual Violence and Sexual Harassment Between Children

7.4.1 Sexual violence and sexual harassment (SVSH) can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

7.4.2 Within school all staff receive training about sexual violence and sexual harassment and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more

likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. This pattern of prevalence will not, however, be an obstacle to ALL concerns being treated seriously.

7.4.3 The Serendipity School has a zero-tolerance approach to SVSH. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'.

7.4.4 We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment.

7.4.5 The Serendipity School will follow the "Sexual violence and sexual harassment between children in schools and colleges" advice provided by the DfE.

7.4.6 The Serendipity School will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinging or flicking bras, lifting skirts or pulling down trousers and impose appropriate levels of disciplinary action, to be clear that these behaviours are not tolerated or acceptable. Support will be provided to victims of sexual violence and sexual harassment, and we will ensure that they are kept safe. Making it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

7.4.7 In addition, staff at The Serendipity School recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

7.4.8 Also staff will challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.'

7.4.7 All staff will maintain the attitude that "It could happen here"

7.4.9 We will follow Part 5 in KCSiE 2023 Child-on child sexual violence and sexual harassment.

7.4.2 Upskirting

7.4.2.1 In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal.

7.4.2.2 Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause

the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

7.4.2.3 If staff become aware that upskirting has occurred, this will be treated as a sexual offence and reported accordingly to the DSL and onwards to the police.

7.4.2.4 Behaviours that would be considered as sexual harassment which may be pre-cursors to upskirting, such as the use of reflective surfaces or mirrors to view underwear or genitals, will not be tolerated and the school will respond to these with appropriate disciplinary action and education.

7.4.2.5 Students who place themselves in positions that could allow them to view underwear, genitals or buttocks, will be moved on. Repeat offenders will be disciplined. These locations could include stairwells, under upper floor walkways, outside changing areas and toilets or sitting on the floor or laying down in corridors.

7.4.2.6 If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the school, it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures may be taken to gather evidence.

7.4.2.7 Any confiscated technology will be passed to the headteacher to make a decision about what happens to the items. This will be carried out under the principles set out in the government guidance on searching, screening and confiscation.

7.4.2.8 If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

7.5 The Trigger Trio

7.5.1 The term ‘Trigger Trio’ has replaced the previous phrase ‘Toxic Trio’ which was used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to adults and children has occurred.

7.5.2 The Trigger Trio are viewed as indicators of increased risk of harm to children and young people. In an analysis of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the triggers were present. These factors will have a contextual impact on the safeguarding of children and young people.

7.5.1 Domestic Abuse

7.5.1.1 The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on

the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected"
Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

7.5.1.2 All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

7.5.1.3 Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

7.5.1.4 Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

7.5.1.5 Indicators that a child is living within a relationship with domestic abuse may include:

- being withdrawn
- suddenly behaving differently
- anxiety
- being clingy
- depression
- aggression
- problems sleeping
- eating disorders
- bed wetting
- soiling clothes
- excessive risk taking
- missing school
- changes in eating habits
- obsessive behaviour
- experiencing nightmares
- taking drugs
- use of alcohol
- self-harm
- thoughts about suicide

7.5.1.6 These behaviours themselves do not indicate that a child is living with domestic abuse but should be considered as indicators that this may be the case.

7.5.1.7 If staff believe that a child is living with domestic abuse, this will be reported to the DSL for referral, to be considered by children's social care.

7.5.2 Parental mental health

7.5.2.1 The term 'mental ill health' is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent's/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

7.5.2.2 For children, the impact of poor parental mental health can include:

- The parent's/carer's needs or illnesses taking precedence over the child's needs
- The child's physical and emotional needs being neglected
- The child acting as a young carer for a parent or a sibling
- The child having restricted social and recreational activities
- The child finding it difficult to concentrate, potentially having an impact on educational achievement
- The child missing school regularly as (s)he is being kept home as a companion for a parent/carer
- The child adopting paranoid or suspicious behaviour as they believe their parent's delusions
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child.

7.5.2.3 If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

7.5.3 Parental Substance misuse

7.5.3.1 Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

7.5.3.2 Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

7.5.3.3 For children, the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival.

7.5.3.4 These behaviours themselves do not indicate that a child's parent is misusing substances but should be considered as indicators that this may be the case.

7.5.3.5 If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to children's social care to be considered.

7.6 Young Carers

7.6.1 As many as 1 in 12 children and young people provide care for another person. This could be a parent, a relative or a sibling and for different reasons such as disability, chronic illness, mental health needs, or adults who are misusing drugs or alcohol.

7.6.2 Students who provide care for another are Young Carers. These young people can miss out on opportunities, and the requirement to provide care can impact on school attendance or punctuality, limit time for homework, leisure activities and social time with friends.

7.6.3 As a school we may refer a young carer to children's social care for a carers assessment to be carried out. We will consider support that can be offered and make use of the resources and guidance from Save the Children in their young carers work.

7.7 Missing, Exploited and Trafficked Children (MET)

7.7.1 Within Hampshire, the acronym MET is used to identify all children who are missing; believed to be at risk of or are being exploited; or who are at risk of or are being trafficked. Given the close links between all these issues, there has been a considered response to view them as potentially linked, so that cross over of risk is not missed.

7.7.2 Children Missing from Education

7.7.2.1 All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a

vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of The Serendipity School's unauthorised absence procedures and children missing Education procedures.

7.7.2.2 Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

7.7.2.3 The DSL and staff should consider:

- Missing lessons: Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?
- Is the child being exploited during this time?

- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other students routinely missing the same lessons and does this raise other risks or concerns such as SVSH between students, exploitation, gang behaviour or substance misuse?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

7.7.2.4 Single missing days: Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing the school of the absence on the day? Are missing days reported back to parents to confirm their awareness?

- Is the child being sexually exploited during this day?
- Is the child avoiding abusive behaviour from peers or staff on this day?
- Do the parents appear to be aware and are they condoning the behaviour?
- Are the pupil's peers making comments or suggestions as to where the pupil is?
- Can the parent be contacted and made aware?

7.7.2.4 Continuous missing days: Has the school been able to make contact with the parent(s)? Is medical evidence being provided? Are siblings attending school (either our or local schools)?

- Did we have any concerns about radicalisation, FGM, forced marriage, honour-based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?
- Does the parent have any known medical needs? Is the child safe?

7.7.2.5 The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

7.7.3 Children Missing from Home or Care

7.7.3.1 It is known that children who go missing are at risk of suffering significant harm, and there are specific risks around children running away and the risk of sexual exploitation.

7.7.3.2 The Hampshire Police Force, as the lead agency for investigating and finding missing children, will respond to children going missing based on on-going risk assessments in line with current guidance.

7.7.3.3 The police definition of 'missing' is: "Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed."

7.7.3.4 Various categories of risk should be considered and Hampshire Local Safeguarding Children's Partnership provides further guidance:

Local authorities have safeguarding duties in relation to children missing from home and should work with the police to risk assess and analyse data for patterns that indicate particular concerns and risks.

7.7.3.5 The police will prioritise all incidents of missing children as medium or high risk. Where a child is recorded as being absent, the details will be recorded by the police, who will also agree review times and any on-going actions with person reporting.

7.7.3.6 A missing child incident would be prioritised as 'high risk' where:

- the risk posed is immediate and there are substantial grounds for believing that the child is in danger through their own vulnerability; or
- the child may have been the victim of a serious crime; or
- the risk posed is immediate and there are substantial grounds for believing that the public is in danger.

7.7.3.7 The high-risk category requires the immediate deployment of police resources.

7.7.3.8 Authorities need to be alert to the risk of sexual exploitation or involvement in drugs, gangs or criminal activity, trafficking and to be aware of local "hot spots", as well as concerns about any individuals with whom children might runaway.

7.7.3.9 Child protection procedures must be initiated in collaboration with children's social care services whenever there are concerns that a child who is missing may be suffering, or likely to suffer, significant harm.

7.7.3.10 Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Trigger Trio (domestic abuse, parental mental ill health and parental substance misuse)

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children, there will be pressure to make contact with their trafficker.

7.7.3.11 We will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them or do so ourselves with urgency.

7.7.4 Child Sexual Exploitation (CSE)

7.7.4.1 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.

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

7.7.4.3 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 e.g. they believe they are in a genuine romantic relationship. (from KCSiE).

7.7.4.4 Exploitation can be isolated (one-on-one) or organised group/criminal activity.

7.7.4.5 There can be a big age gap between victim and perpetrator, but it can also be child on child.

7.7.4.6 Boys can be targeted just as easily as girls – this is not gender specific.

7.7.4.7 Perpetrators can be women and not just men.

7.7.4.8 Exploitation can be between males and females or between the same genders.

7.7.4.9 Children with learning difficulties can be particularly vulnerable to exploitation as can children from particular groups, e.g. looked after children, young carers, children who have a history of physical, sexual emotional abuse or neglect or mental health problems; children who use drugs or alcohol, children who go missing from home or school, children involved in crime, children with parents/carers who have mental health problems, learning difficulties/other issues, children who associate with other children involved in exploitation. However, it is important to recognise that any child can be targeted

7.7.4.10 Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections or becomes pregnant;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse;
- displaying inappropriate sexualised behaviour.

7.7.4.11 CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

7.7.4.12 CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

7.7.4.13 We educate all staff in the signs and indicators of sexual exploitation. Children who have been exploited will need additional support to help maintain them in education. We use the child exploitation risk assessment form (CERAF) and associated guidance from the Hampshire Safeguarding Children Partnership to identify students who are at risk; the DSL will share this information as appropriate with children's social care.

7.7.4.14 We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form which can be downloaded from https://www.safe4me.co.uk/portfolio/sharing-information/

7.7.5 Child Criminal Exploitation (including county lines)

7.7.5.1 Child Criminal Exploitation (CCE) is defined as:- 'where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology'

7.7.5.2 The exploitation of children and young people for crime is not a new phenomenon. Children under the age of criminal responsibility, or young people who have increased vulnerability due to push: pull factors who are manipulated, coerced or forced into criminal activity provide opportunity for criminals to distance themselves from crime.

7.7.5.3 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

7.7.5.4 A current trend in criminal exploitation of children and young people is 'county lines' which refer to a 'phone line through which drug deals can be made. An order is placed on the number and typically a young person will deliver the drugs to the specified address and collect the money for the deal. These lines are owned and managed by organised crime gangs, often from larger cities, who are expanding their markets into rural areas. 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.

7.7.5.5 Indicators that a child may be criminally exploited include:

- Increase in **Missing episodes** – particular key as children can be missing for days and drug run in other counties
- Having unexplained amounts of money, **new high-cost items** and multiple mobile phones
- Increased social media and phone/text use, almost always secretly
- **Older males** in particular seen to be hanging around and driving
- Having injuries that are unexplained and being unwilling to have them looked at
- Increase in aggression, violence and fighting
- Carrying **weapons** – knives, baseball bats, hammers, acid
- Travel receipts that are unexplained
- **Significant missing** from education and disengaging from previous positive peer groups
- Association with other young people involved in exploitation
- Children who misuse drugs and alcohol
- Parent concerns and significant changes in behaviour that affect emotional wellbeing

7.7.5.6 We will treat any child who may be criminally exploited as a victim in the first instance and using the CERAF form and guidance in our referral to children's social care. If a referral to the police is also required, as crimes have been committed on the school premises, these will also be made. Children who have been exploited will need additional support to help maintain them in education

7.7.5.7 If there is information or intelligence about child criminal exploitation, we will report this to the police via the community partnership information form. https://www.safe4me.co.uk/portfolio/sharing-information/

7.7.6 Serious Violence

7.7.6.1 Serious violence is becoming a factor for those who are involved in criminal exploitation. It can also be an indication of gang involvement and criminal activity.

7.7.6.2 All staff will be made aware of indicators, which may signal that students, or members of their families, are at risk from or involved with serious violent crime.

7.7.6.3 These indications can include but are not limited to increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm; significant change in wellbeing; signs of assault; unexplained injuries; unexplained gifts and/or new possessions; possession of weapons.

7.7.6.4 Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

7.7.6.5 Advice for staff can be found in in the Home Office's Preventing youth violence and gang involvement.

7.7.6.6 We have a duty to not only prevent the individual from engaging in criminal activity, but also to safeguard others who may be harmed by their actions.
We will report concerns of serious violence to police and social care.

7.7.6.7 If there is information or intelligence about potential serious violence, we will report this to the police via the community partnership information form. https://www.safe4me.co.uk/portfolio/sharing-information/

7.7.8 Trafficked Children and modern slavery

7.7.8.1 Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

7.7.8.2 Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK)
- Control, through harm / threat of harm or fraud
- For the purpose of exploitation

7.7.8.3 Any child transported for exploitative reasons is considered to be a trafficking victim. There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

7.7.8.4 There are a number of indicators which suggest that a child may have been

trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history of going missing and unexplained moves
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods
- Is known to beg for money
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Is one among a number of unrelated children found at one address
- Has not been registered with or attended a GP practice
- Is excessively afraid of being deported.

7.7.8.4 For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation/the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for despite having not been at home
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

7.7.8.5 When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today.

7.7.8.6 Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods may have all been slaves 'hiding in plain sight' within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.

7.7.8.7 If staff believe that a child is being trafficked or is a slave, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

7.7.9 Child abduction

7.7.9.1 Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Further information is available at: www.actionagainstabduction.org

7.7.9.2 When we consider who is abducted and who abducts:

- Nearly three-quarters of children abducted abroad by a parent are aged between 0 and 6 years-old
- Roughly equal numbers are boys and girls
- Two-thirds of children are from minority ethnic groups.
- 70% of abductors are mothers. The vast majority have primary care or joint primary care for the child abducted.
- Many abductions occur during school holidays when a child is not returned following a visit to the parent's home country (so-called 'wrongful retentions')

7.7.9.3 If we become aware of an abduction, we will follow the HIPS procedure and contact the police and children's social care (if they are not already aware).

7.7.9.4 If we are made aware of a potential risk of abduction, we will seek advice and support from police and children's social care to confirm that they are aware and seek clarity on what actions we are able to take.

7.7.10 Returning home from care

7.7.10.1 When children are taken into care, consideration may be given in the future to those children being returned to the care of their parents, or one of their parents. Other children are placed in care on a voluntary basis by the parents and they are able to remove their voluntary consent.

7.7.10.2 While this is a positive experience for many children who have returned to their families, for some there are different challenges and stresses in this process.

7.7.10.3 As a school, if we are aware of one of our children who is looked after is returning to their home, we will consider what support we can offer and ensure as a minimum that the child has a person, that they trust, who they can talk to or share their concerns with.

7.8 Technologies

7.8.1 Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

7.8.2 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

7.8.1 Online Safety and Social Media

7.8.1.1 With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint
- accessing and generating inappropriate content

7.8.1.2 The Serendipity School will therefore seek to provide information and awareness to both students and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and associated professionals
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site,
- Home- School Link sessions
- CLA/PEP and Annual Reviews of an EHCP
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications

- Social media policy

7.8.2 Cyberbullying

7.8.2.1 Central to the school's anti-bullying policy is the principle that '*bullying is always unacceptable'* and that '*all students have a right not to be bullied*'.

7.8.2.2 The Serendipity School also recognises that it must take note of bullying perpetrated outside school which has an impact within the school; therefore, once aware we will respond to any cyber-bullying carried out by students when they are away from the site.

7.8.2.3 Cyber-bullying is defined as 'an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.'

7.8.2.4 By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile 'phones
- The use of mobile 'phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

7.8.2.5 Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites.

7.8.2.6 Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

7.8.2.7 The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

7.8.2.8 If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or is required to do so.

7.8.3 Sexting

7.8.3.1 'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and/or the internet. It also includes underwear shots, sexual poses and explicit text messaging is it sometimes referred to as youth produced sexual imagery.

7.8.3.2 While sexting often takes place in a consensual relationship between two young people, the use of sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

7.8.3.3 As the average age of first smartphone or camera enabled tablet usage for a child is 6 years old, sexting is an issue that requires awareness raising across all ages.

7.8.3.4 The Serendipity School will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

7.8.4 On-line sexual abuse

7.8.4.1 As a school we will:

- **Report** to the police, CEOP or any other relevant body any on-line sexual abuse or harmful content we are made aware of. This could include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery. We will seek guidance from the NPCC 'when to call the police' document and the internet watch foundations 'report harmful content' website
- **Educate** to raise awareness of what on-line sexual abuse is, how it can happen, how to limit the impact and what to do if you become aware of it.
- **Support** victims of on-line abuse within the school community

7.8.5 Gaming

7.8.5.1 Online gaming is an activity in which the majority of children and many adults get involved. The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate
- By supporting parents in identifying the most effective way to safeguard their children by using parental controls and child safety mode
- By talking to parents about setting boundaries and time limits when games are played
- By highlighting relevant resources.

7.8.6 Online reputation

7.8.6.1 Online reputation is the opinion others get of a person when they encounter them on-line. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

7.8.7 Grooming

7.8.7.1 On-line grooming is the process by which one person with an inappropriate sexual interest in children will approach a child on-line, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

7.8.7.2 The school will build awareness amongst children and parents about ensuring that the child:

- Only has friends on-line that they know in real life
- Is aware that if they communicate with somebody that they have met on-line, that relationship should stay on-line.

7.8.7.3 That the school will support parents to:

- Recognise the signs of grooming
- Have regular conversations with their children about on-line activity and how to stay safe on-line

The school will raise awareness by:

- Running sessions for parents
- Including awareness of grooming as part of their curriculum
- Identifying with parents and children how they can be safeguarded against grooming.

7.8.7.4 Additionally to being targeted for sexual motivations, some young people are also groomed online for exploitation or radicalisation. While the drivers and objectives are different, the actual process is broadly similar to radicalisation, with the exploitation of a person's vulnerability usually being the critical factor. Those who are targeted are often offered something ideological, such as an eternal spiritual reward, or sometimes something physical, such as an economic incentive, that will make them 'feel better' about themselves or their situation.

7.8.7.5 Anyone can be at risk. Age, social standing and education do not necessarily matter as much as we previously thought, and we have seen all kinds of people become radicalised, from young men and women with learning difficulties to adults in well-respected professions. What is clear is that the more vulnerable the person, the easier it is to influence their way of thinking.

7.8.7.6 Signs of grooming can include:

- isolating themselves from family and friends;
- becoming secretive and not wanting to talk or discuss their views;
- closing computers down when others are around;
- refusing to say who they are talking to; using technology such as anonymous browsing to hide their activity; and
- sudden changes in mood, such as becoming angry or disrespectful.

Of course, none of these behaviours necessarily mean someone is being radicalised and, when displayed, could be a symptom of bullying or other emotional issues.

8. Part 2 – Safeguarding issues relating to individual pupil needs

8.1 Homelessness

8.1.1 We recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The impact of losing a place of safety and security can affect a child's behaviour and attachments.

8.1.2 In line with the Homelessness Reduction Act 2017, this school will promote links into the Local Housing Authority for the parent or care giver in order to raise/progress concerns at the earliest opportunity.

8.1.3 We recognise that 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.

8.2 Children and the Court System

8.2.1 We recognise that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We know that this can be a stressful experience and therefore the school will aim to support children through this process.

8.2.2 Along with pastoral support, the school will use age-appropriate materials published by HM Courts and Tribunals Services (2017) that explain to children what it means to be a witness, how to give evidence and the help they can access.

8.2.3 We recognise that making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. This school will support children going through this process.

8.2.4 Alongside pastoral support this school will use online materials published by The Ministry of Justice (2018) which offers children information & advice on the dispute resolution service.

8.2.5 These materials will also be offered to parents and carers if appropriate.

8.3 Children with family members in prison

8.3.1 Children who have a family member in prison are at greater risk of poor outcomes including poverty, stigma, isolation and poor mental health.

8.3.2 This school aims to:

- understand and respect the child's wishes. We will respect the child's wishes about sharing information. If other children become aware, the school will be vigilante to potential bullying or harassment
- keep as much contact as possible with the parent/caregiver.

8.3.3 We will maintain good links with the remaining caregiver in order to foresee and manage any developing problems. Following discussions, we will develop appropriate systems for keeping the imprisoned caregiver updates about their child's education.

- be sensitive in lessons. This school will consider the needs of any child with an imprisoned parent/caregiver during lesson planning.
- Provide extra support. We recognise that having a parent in prison can attach a real stigma to a child, particularly if the crime is known and serious. We will provide support and mentoring to help a child work through their feelings on the issue.

8.3.4 Alongside pastoral care the school will use the resources provided by the National Information Centre on Children of Offender in order to support and mentor children in these circumstances.

8.4 Students with medical conditions (in school)

8.4.1 There is a separate policy and procedure outlining the school's position on supporting students with medical needs).

8.4.2 We will make ensure that sufficient staff are trained to support any pupil with a medical condition.

8.4.3 All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.

An individual healthcare plan may be put in place to support the child and their medical needs.

8.5 Students with medical conditions (out of school)

8.5.1 There will be occasions when children are temporarily unable to attend our school on a full-time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable).

8.5.2 Where it is clear that an absence will be for more than 15 continuous school days, the Education and Inclusion branch of Children Services will be contacted to advise on the pupil's education.

8.6 Special educational needs and disabilities

8.6.1 Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for a disproportionate impact on children with SEND, for example by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Having fewer outside contacts than other children
- Receiving intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries
- Having an impaired capacity to resist or avoid abuse
- Having communication difficulties that may make it difficult to tell others what is happening
- Being inhibited about complaining for fear of losing services
- Being especially vulnerable to bullying and intimidation
- Being more vulnerable than other children to abuse by their peers.

8.6.2 We will respond to this by:

- Making it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment
- Ensuring disabled children receive appropriate personal, health and social education (including sex education)
- Ensuring disabled children know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication
- Recognising and utilising key sources of support including staff in schools, friends and family members where appropriate
- Developing the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services
- Ensuring that guidance on good practice is in place and being followed in relation to: intimate care; working with children of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

8.7 Intimate and personal care

8.7.1 'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. The Intimate Care tasks specifically identified as relevant include:

- Dressing and undressing (underwear)
- Helping someone use the toilet
- Changing continence pads (faeces/urine)
- Bathing / showering
- Washing intimate parts of the body
- Changing sanitary wear
- Inserting suppositories
- Giving enemas
- Inserting and monitoring pessaries.

8.7.2 ‘Personal Care’ involves touching another person, although the nature of this touching is more socially acceptable. These tasks do not invade conventional personal, private or social space to the same extent as Intimate Care.

8.7.3 Those Personal Care tasks specifically identified as relevant here include:

- Skin care/applying external medication
- Feeding
- Administering oral medication
- Hair care
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting to go to the toilet.

8.7.4 Personal Care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting.

8.7.5 Where Intimate Care is required, we will follow the following principles:

1. **Involve the child in the intimate care**

   Try to encourage a child's independence as far as possible in his or her intimate care. Where a situation renders a child fully dependent, talk about what is going to be done and give choices where possible. Check your practice by asking the child or parent about any preferences while carrying out the intimate care.

2. **Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.**

   Staff can administer intimate care alone however we will be aware of the potential safeguarding issues for the child and member of staff. Care should be taken to ensure adequate supervision primarily to safeguard the child but also to protect the staff member from potential risk.

3. **Be aware of your own limitations**

   Only carry out activities you understand and with which you feel competent. If in doubt, ASK. Some procedures must only be carried out by members of staff who have been formally trained and assessed.

4. **Promote positive self-esteem and body image**

   Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.

5. **If you have any concerns, you must report them.**

   If you observe any unusual markings, discolouration or swelling, report it immediately to the designated practitioner for child protection.

   If a child is accidentally hurt during the intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to the DSL. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made available to parents and kept in the child's child protection record.

6. **Helping through communication**

   There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

7. **Support to achieve the highest level of autonomy**

   As a basic principle, children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and health.

8.8 Perplexing presentations (PP) / Fabricated or induced illness (FII)

8.8.1 The Royal College of Paediatrics and Child Health have added the term “Perplexing presentations” to the guidance around FII.

8.8.2 Perplexing Presentations (PP) has been introduced to describe those situations where there are indicators of possible FII which have not caused or brought on any actual significant harm.

8.8.3 It is important to highlight any potential discrepancies between reports, presentations of the child and independent observations of the child. What is key to note are implausible descriptions and/or unexplained findings and/or parental behaviour.

8.8.4 There are three main ways that a parent/carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
- induction of illness by a variety of means.

8.8.5 If we are concerned that a child may be suffering from fabricated or induced illness, we will follow the HIPS protocol and inform children's social care.

8.9 Mental Health

8.9.1 Form tutors and class teachers see their students' day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of students. All staff should also be aware that 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.

8.9.2 The balance between the risk and protective factors is most likely to be disrupted when difficult events happen in students' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

8.9.3 When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

8.9.4 Where the needs require additional professional support, referrals will be made to the appropriate team or service with the appropriate agreement.

8.9.5 If staff have a mental health concern about a child that is also a safeguarding concern, they will take immediate action, raising the issue with the designated safeguarding lead or a deputy.

9 Part 3 – Other safeguarding issues that may potentially have an impact on students

9.1 Bullying

9.1.1 The school has a separate anti-bullying policy and is available on request.

9.2 Prejudice-based abuse

9.2.1 Prejudice-based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice-based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

9.2.2 Although this sort of crime is collectively known as 'Hate Crime' the offender does not have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

9.2.3 This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against students who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other students to organisations and groups that sanction violence, terrorism or hatred.

9.2.4 We will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring

- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents and hate crimes
- dealing with perpetrators of prejudice-based abuse effectively
- supporting victims of prejudice-based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

9.3 Drugs and substance misuse

9.3.1 The school has a separate drug policy which is available on request.

9.4 Faith Abuse

9.4.1 The number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

9.4.2 Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise him or her.

9.4.3 A child could be viewed as 'different' for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

9.4.4 There are various social reasons that make a child more vulnerable to an accusation of 'possession' or 'witchcraft'. These include family stress and/or a change in the family structure.

9.4.5 The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

9.4.6 If the school becomes aware of a child who is being abused in this context, the DSL will follow the normal referral route to children's social care.

9.5 Gangs and Youth Violence

9.5.1 The majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

9.5.2 We have a duty and a responsibility to protect our students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While students generally see

educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

9.5.3 Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

We will:

- develop skills and knowledge to resolve conflict as part of the curriculum
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour
- understand risks for specific groups, including those that are gender-based, and target interventions
- safeguard, and specifically organise child protection, when needed
- make referrals to appropriate external agencies
- carefully manage individual transitions between educational establishments
- work with local partners to prevent anti-social behaviour or crime.

9.6 Private fostering

9.6.1 Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility, for 28 days or more.

9.6.2 It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

9.6.3 The Law requires that the carers and parents must notify the Children's Services Department of any private fostering arrangement.

9.6.4 If the school becomes aware that a pupil is being privately fostered, we will inform the Children's Services Department and inform both the parents and carers that we have done so.

9.7 Parenting

9.7.1 All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

9.7.2 Some children have medical conditions and/or needs e.g. Tourette's Syndrome, some conditions associated with autism or ADHD that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

9.7.3 Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

9.7.4 In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

9.7.5 We will support parents in understanding the parenting role and providing them with strategies that may assist:

- providing details of community-based parenting courses
- linking to web-based parenting resources
- referring to the school parenting worker/home school link worker (where available)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence-based parenting programmes)
- signposting to support services
- Considering appropriate early help services

10. Part 4 – Safeguarding processes

10.1 Accountability

10.1.1 Safeguarding leads (SL) - are responsible for ensuring that staff are aware of this policy and offer support to those reporting abuse. It is important to recognise that dealing with situations involving abuse and neglect can be stressful and distressing for staff.

10.1.2 All staff - are responsible for identifying signs of, and responding to allegations of abuse. Staff at operational level need to share a common view of what types of behaviour may be abuse or neglect and what should be an initial response to suspicion or allegation of abuse or neglect.

10.2 Recruitment and vetting

www.gov.uk/government/publications/keeping-children-safe-in-education--2

10.2.1 TSCL Staff Recruitment Policy reflects Safer Recruitment guidelines and legislation.

10.2.2 On all recruitment panels there is at least one member who has undertaken safer recruitment training.

10.2.3 When The Serendipity School uses agency staff we ensure we obtain written confirmation that all checks have been completed, in line with safer recruitment, from the employment business that is supplying the member of agency staff. The HR department must ensure that a contract exists between the location and the agency to confirm that, in the event of there being a disclosure on a DBS certificate, the location will have sight of the certificate before that person can begin work at the school. The Serendipity School must check the identity of any person deemed 'agency' staff separately to the agency.

10.3 Requirements to inform Disclosure and Barring Services (DBS)

10.3.1 The Serendipity School will report promptly to the DBS (but no longer than one month after leaving the school), any person whose services are no longer required because he/she is considered unsuitable to work with students. This includes making a referral where an employee has been dismissed (or would have been dismissed) had he/she not resigned beforehand.

10.4 Staff induction

10.4.1 The DSL will provide all new members of staff with training to enable them to both fulfil their role and to understand the safeguarding policy, the staff code of conduct and part one of Keeping Children Safe in Education.

10.4.2 This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting point.

10.5 Record-keeping

10.5.1 Record keeping is an important element of safeguarding. Whenever someone has a suspicion of, or makes an allegation of abuse, the staff member responding to the concern must keep clear and accurate records using a CfC Form.

10.5.2 The school will keep a Safeguarding Log for all concerns raised. They will also maintain a location specific Central Database of Concerns which is more detailed and can be filtered to a particular student to aid monitoring/review of safeguarding effectiveness.

10.5.3 Records should be, factual, accurate, concise, ethical and relevant. The voice of the student should be evident.

10.5.4 All recording of written information should be legible and discussions with other professionals and agencies should be recorded chronologically.

10.5.5 Each student will have their own folder containing all concerns/safeguarding documentation relating to them on TSCL's server (SharePoint). The folders are again kept in a secure location on the TSCL's server with restricted access to the safeguarding team, in addition to a hard copy in the student file, which is kept in a locked cupboard.

10.6 Monitoring

10.6.1 A quality assurance cycle operates to ensure that safeguarding concerns and notifications are recorded, managed and responded to in each location. The DSL will undertake a review of safeguarding arrangements in line with scheduled changes to this policy outlined in section 1 'Monitoring and Review'.

10.7 Training and supervision

10.7.1 All staff will receive information regarding safeguarding on induction. The induction introduces the new staff member to policy, procedure and practice at The Serendipity School. They will also be orientated to where to find information regarding safeguarding including relevant posters around the school. As part of their induction all staff are required to read this policy and confirm that they understand their role in safeguarding and protecting students within our school.

10.7.2 All staff will complete mandatory training regarding safeguarding via the company's eLearning provider. This module is completed 3 yearly to maintain staff awareness of their responsibilities in relation to student's safeguarding at all times. The DSL will ensure all staff receive annual face to face safeguarding workshops. This can be undertaken in such forums as staff meetings, learning groups or formal training sessions as required.

10.7.3 The Serendipity School must check that agency staff have completed basic awareness training before being allowed into contact with students. Contractors and others on site who might have unsupervised access to students must also complete basic awareness training before being allowed to start work.

10.7.4 All staff members will receive termly safeguarding sessions as led by the DSL, in addition to any ad hoc reflection/debrief sessions, which are organised in response to staff need, following particular incidents.

10.7.5 The DSL and SL (as appropriate) attend safeguarding training every three years to review their Level 5 Safeguarding for Managers qualification.

10.7.6 All staff members will have their safeguarding knowledge and experience reviewed in line management meetings with their line manager. All staff members have an annual update to their safeguarding training, as led by the DSL.

10.7.7 The Serendipity School also provide role-appropriate and refresher training to all staff including those specific to the role of DSL and SL via the company's eLearning provider.

This includes:

- Fire Safety Awareness
- Data Protection
- Health and Safety
- Team Teach
- First Aid
- Food Safety
- COSHH
- Medication
- CSE Awareness
- Internet Safety
- FGM
- Display Screen Equipment
- Prepare for Prevent

10.7.8 The DSL is responsible for promoting awareness of:

- Mental Health
- Private Fostering
- Prevention of Radicalisation
- Sexting
- CSE (including online)
- Teenage Relationship Abuse
- Trafficking
- Drugs
- Fabricated and Induced Illness
- Faith Abuse
- Gangs
- Missing students
- Bullying
- Domestic Violence
- FGM
- Forced Marriage
- Gender Based Violence – Including Breast Ironing

10.8 Health and Safety

10.8.1 The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work Act 1974 and regulations made under the act.

10.8.2 All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school operates under TSCL's Health and Safety policy, which details the actions we take in more detail.

10.9 Site Security

10.9.1 We aim to provide a secure site, but recognise that the site is only as secure s the people who use it. Therefore, all people on the site have to adhere to the rules which govern it. These are:

- Doors are kept closed to prevent intrusion
- The side gate is kept locked
- All staff enter at reception and sign in
- All staff leaving and returning during the school day have to sign out and in
- All students enter at reception and sign in
- All students leaving and returning during the school day have to sign out and in
- Visitors and volunteers enter at the reception and must sign in
- Visitors and volunteers are identified by a visitor's badges
- Empty classrooms have windows closed

10.10 Off site activities

10.10.1 A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out.

10.10.2 The school has an educational visits co-ordinator (EVC) who liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups off site visits, as well as First Aid in an outdoor context.

10.11 First Aid

10.11.1 The school has a separate First Aid policy.

10.12 Physical intervention (use of reasonable force)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education__3_September_2018_14.09.18.pdf

10.12.1 As a school we have separate policy, the Behaviour Management policy, outlining how we will use physical intervention.

10.13 Confidentiality and information sharing

10.13.1 Information relating to students safeguarding cases is confidential, although some information can be shared with relevant staff, this should be done only on a 'need to know' basis.

10.13.2 In certain circumstances it will be necessary to exchange or disclose personal information with other agencies. This must be done in accordance with relevant TSCL policies and all relevant legislation including the General Data Protection Regulation 2018/98.

10.13.3 When sharing safeguarding information regarding a student, staff will consider the following:

- Information should only be shared on a 'need to know' basis when it is in the best interests of the student
- Informed consent should be obtained but, if this is not possible and other students are at risk of abuse or neglect, it may be necessary to override the requirement
- Distinguish fact from opinion
- Ensure you are giving the right information about the right person

- Ensure you are sharing information securely
- Whether to inform the person that the information has been shared if they were not already aware of this and if it would not create or increase risk of harm to them/others

10.13.4 Sharing information externally can be unsafe without a secure email address. To mitigate risks associated with sharing sensitive information about students via email, information sharing will be covered within company safeguarding training. Staff should use minimal personally identifiable information, with a nonspecific subject heading so that the student cannot be easily identified (e.g. 1/2 initials, not full names). Facts that do not expose the identity of the student can be explained. The SL should limit the information they share, and request the professional contacts them via the telephone / meets with them face to face to discuss the matter in more depth should they require more information. If a document needs to be sent electronically, this should be done so password protected with the password sent in a *separate* email.

10.13.5 The following wording will be included in all staff member's electronic signature when sending emails:

"The contents and any attachments of this electronic mail message are confidential and intended only for the named addressee(s). Personal data, or information which identifies a living person from the data, will not be disclosed unless provided for within the confines of the data protection laws. If you have received this message in error please delete it and notify the sender immediately. You should not retain the message or disclose its contents to anyone. If you require assistance please contact the sender. Unless stated to the contrary, any opinions expressed in this message are personal and may not be attributed to The Serendipity Centre or Serendipity Educational Services Ltd. The recipient(s) are reminded that the internet and e-mails are not necessarily secure. The Serendipity Centre or Serendipity Educational Services Ltd do not accept responsibility for changes made to this message after it was sent".

10.13.6 Failure to follow this policy and location procedure may result in disciplinary action.

10.13.7 The priority, at all stages throughout this process, is the interests and safety of the students. The DSL will arrange for concerns about their welfare to be discussed with them / parents / person(s) with PR as appropriate and where relevant seek their agreement to making a referral to either CSC or the LADO. However, where there is a conflict of interests between the student and parent/carer, the interests of the student must take priority and The Serendipity School reserves the right to contact the student's local authority, placing authority, or the police without notifying parents/person(s) with PR if this is in the their best interests.

10.13.8 We will provide an advocate to each student where appropriate, if they are unable to speak for themselves without support, or an Independent Mental Capacity Advocate (IMCA) if subject to the Mental Capacity Act 2005. As the Care Act 2014 promotes, 'no decision about me without me'.

10.14 Taking and the use and storage of images

https://ico.org.uk/for-the-public/schools/photos

10.14.1 As a school we seek consent from the parent/carer or LA before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications.

10.14.2 Photographs will only be taken on school owned equipment and stored on the school network. No images of students will be taken or stored on privately owned equipment by staff members.

10.15 Disqualification under the Childcare Act

10.15.1 The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.

10.15.2 We will check for disqualification under the Childcare Act as part of our safer recruitment processes for any offences committed by staff members or volunteers.

10.16 Community Safety Incidents

10.16.1 Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation, or gang related activity.

10.16.2 As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

10.17 Use of school or college premises for non-school / college activities

10.17.1 Where governing bodies hire or rent out college or school facilities / premises to organisations or individuals for example sports associations, they should ensure that appropriate arrangements are in place to keep children safe.

10.17.2 When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply.

10.17.3 Where a safeguarding incident occurs involving other providers who are using the school premises, the school is expected to follow their safeguarding policies and procedures including informing the LADO.

10.17.3 The governing body or proprietor should also seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the

college.

10.16 Complaints

10.15.1 All complaints arising from the operation of this policy will be considered under the Complaints Policy, with reference to the DSL and HSCB.

11. Standard Forms and Relevant Documents

11.1 Applicable policies

Administering Medicines in School Policy
Anti-bullying Policy
CCTV Policy
Complaints Policy
Disciplinary Policy
Drugs Policy
First Aid
Staff Recruitment Policy

11.2 Applicable documents

Cause for Concern (CfC) Form
Central Database of Concerns
Safeguarding Referencing Guidance
Safeguarding Log
LADO Log
Body Map

12. Key contacts

12.1 Safeguarding team contact details

12.1.1 Pip Smith (DSL) Head Teacher
Telephone: 07566 780972
Email: philippa.smith@serendipity-education.com

12.1.1 Jarrod Elcock (SL), Operational Manager
Telephone: 07719 011563
Email: jarrod.elcock@serendipity-education.com

12.1.4 Sean Maguinness (Managing Director)
Telephone: 07788250706
Email: sean.maguinness@serendipity-education.com

12.2 Southampton contact details

12.2.1 Southampton City Council – Multi-Agency Safeguarding Hub (MASH)
Telephone: 023 8083 3336 during office hours / 023 8023 3344 Out of hours
(Office hours: Monday to Thursday 9:00am-5:15pm, Friday 9:00am-4.30pm)
Email: mash@southampton.gov.uk

Hampshire police: 0845 0454545
Non-emergency police telephone: 111
In an emergency dial 999

Southampton is part of the 4LSCB Procedures: http://4lscb.procedureonline.com

12.3 LADO contact details

12.3.1 The Local Authority Designated Officer's (LADO) is Jemma Swann

Telephone: 02380 832693 during office hours or direct mobile number: 07721 107613

Outside of office hours/weekends, the emergency duty team can be contacted on: 07789 616092
Email: jemma.swann@southampton.gov.uk / lado@southampton.gov.uk

12.4 Ofsted contact details

12.4.1 **General enquiries**
Email: enquiries@ofsted.gov.uk
Telephone: 0300 123 1231
Helpline: open from 8am to 6pm (Monday to Friday)

12.4.2 **Contact Ofsted about concerns**
Email: CIE@ofsted.gov.uk Telephone: 0300 123 4666
https://www.gov.uk/government/organisations/ofsted

12.5 Southampton Prevent Partnership Board contact details

12.5.1 Students
If you have concerns about a child under the age of 18 years, please contact the MASH team.

Telephone: 023 8083 3336 during office hours / 023 8023 3344 Out of hours
(Office hours: Monday to Thursday 9:00am-5:15pm, Friday 9:00am-4.30pm)
Email: mash@southampton.gov.uk

12.5.2 Adults
If you have concerns about a person over the age of 18 years, please contact the Single Point of Access team (SAP).

Telephone: 023 8083 3003
Email: contact.team@southampton.gov.uk

12.5.3 Information and advice is also available from:

Anti-Terrorist Hotline: **0800789321**
Crime Stoppers: **0800 555 111**

12.5.4 Remember, if you suspect terrorism or violent extremism is being promoted or related activity is taking place contact the police on **101** or in an emergency call **999**.