



Child Protection and Safeguarding Policy 2019-2020

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Reviewed by	Senior Leadership Team
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Shared with staff	Annually
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Head of School: Miss R Saggu

Designated Safeguarding Lead: Mrs S Sanghera / Miss R Saggu

Deputy Designated Safeguarding Lead: Miss K Miller/Mr B Sturmey/Mrs S Alcock

Named Governor for Safeguarding: Dr A Johal

Chair of Governors: Mr A Basra

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1. Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (September 2019) as;

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Seva School.

1 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Seva School's commitment to keeping children safe;
- Provide all members of staff with the information required to meet Seva School's safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Seva School is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.

- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Seva School in line with Keeping Children Safe in Education (September 2019) are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Seva School understands the safeguarding procedures; and to
- Regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- Keeping Children Safe in Education (September 2019)*¹
- Working Together to Safeguard Children (June 2018)*
- Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2019).

2.7 This policy should be read in conjunction with the following policies;

- Behaviour Policy
- Attendance Policy
- Anti-Bullying Policy
- Anti-Radicalisation
- Online Safety
- Code of Conduct
- Staff Student relationship Policy

Links to these policies can be found in Appendix A.

2.8 Scope

- 2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Seva School and the Sevak Trust. All references in this document to 'staff' or 'staff members' should be interpreted as relating to the aforementioned unless otherwise stated.
- 2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2019) in this policy, it should be understood that Seva School will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Trustee Board

- 3.1.1 Seva School has a senior board level lead to take leadership responsibility for safeguarding. Dr A Johal carries out this role. Part 2 of Keeping Children Safe in Education (September 2019) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Trustee Board, will
- Ensure that they comply with their duties under legislation;
 - Ensure that policies, procedure and training in Seva School are effective and compliant at all times and that they allow concerns to be responded to in a timely manner;
 - Ensure that Seva School takes into account local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the three safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
 - Ensure that Seva School has an effective child protection policy, that it is published on Seva School website or available by other means and reviewed annually;
 - Ensure that Seva School has a staff behaviour policy or Code of Conduct;
 - Ensure that all staff undergo safeguarding and child protection training on induction;
 - Ensure that children are taught about safeguarding, including online safety. See paragraph 12 of this policy for further information.

- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Respond to allegations of abuse against the Head of School.

3.2 The Role of the Head of School

3.2.1 The Head of School will;

- Ensure that this policy is reviewed annually and ratified by the Trustee Board;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other staff members;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Ensure that Seva School works with social care, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's social care have access to Seva School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2019).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Leads for Seva School are Mrs S Sanghera and Miss R Saggu. The Designated Safeguarding Leads will;

- Take overall lead responsibility for safeguarding and child protection in Seva School
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;

- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
- Identify if children may benefit from early help;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2019);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Seva School
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Promote a 'culture of safeguarding', in which every member of Seva School community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Seva School and
- Liaise with the Head of School regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2019).

3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Seva School.

- Have a responsibility to provide a safe environment, where children can learn;

- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Seva School that support safeguarding and child protection;
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2019) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

4 Types of abuse

4.1 As outlined above, all staff have received training to recognise the indicators and signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2018)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology could be used to facilitate offline abuse. An adult or adults, or another child or children could abuse children.
Physical abuse	A form of abuse, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual

Type of abuse	Information
Child sexual exploitation (CSE)	<p>images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.</p> <p>The sexual abuse of children by other children is a specific safeguarding issue in education.</p> <p>CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur with technology.</p>
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else would report concerns.

4.6 Seva School recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.²

4.7 Seva School recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Seva School believes that a child is at risk of or is the victim of;

- physical abuse;
 - sexual abuse;
 - child sexual exploitation;
 - emotional abuse;
 - neglect;
 - bullying, including cyber- or online-bullying;
 - child criminal exploitation (including involvement in county lines);
 - domestic abuse;
 - fabricated or induced illness;
 - faith-based abuse;
 - female genital mutilation;
 - forced marriage;
 - gangs or youth violence;
 - gender-based violence;
 - hate;
 - radicalisation;
 - relationship abuse;
 - serious violence;
-

- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- So-called 'honour-based' violence;
- Trafficking and modern slavery.

4.8 Seva School will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.9 Other familial issues can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2019) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison
- Children who are homeless.

4.10 Seva School have a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.11 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Seva School Prevent duty.

4.12 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.13 See Appendix B for further information and guidance on the above issues.³

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the Designated Safeguarding Lead immediately. On occasions when the Designated Safeguarding Lead is not available, report to the Deputy Safeguarding Lead immediately. Although any staff member can make a referral to Children's Social Care, where possible there should be a conversation with the Designated Safeguarding Lead in the first instance.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

5.2 All staff can recognise the indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made.

5.3 There will be occasions where a child discloses abuse directly to a staff member. If this happens, the staff member will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.4 The Designated Safeguarding Lead will make a decision about the action that is required following a staff member raising a concern about a child, or following a direct disclosure. The DSL may;

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Seva School is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, we will make a referral to the children's social care.

5.5 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by Seva School to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.6 See page 17 for flowchart of actions that are taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2019).

5.7 In cases where staff members become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory

duty to report this to the police immediately. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observe physical signs, which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.⁴

5.8 Seva School understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 All staff members are aware of the school's policy and procedures with regards to peer on peer abuse. Seva School ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse by

5.8.2 The school will work to prevent peer on peer abuse by implementing Protective Behaviours, through the "Taking Care" scheme, and through weekly PSHE sessions using Jigsaw materials.

5.8.3 In the event that an allegation of peer on peer abuse is made, Seva School will investigate this in line with the peer to peer abuse flow chart (see appendix)

5.8.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by the safeguarding and pastoral teams

5.8.5 Seva School will never pass off peer on peer abuse as 'banter' or 'part of growing up'.

5.8.6 Peer to Peer Abuse – gender and age specific, can refer to any of the below individually or as a combination:

- Domestic abuse-relates to young people aged 16 to 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control in their intimate relationships.
- Child sexual exploitation captures young people aged under 18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person.
- Harmful Sexual Behaviours: refers to any young person, under the age of 18 who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours).
- Serious Youth Crime/Violence; reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under 18.

- Bullying is identified as “behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group wither physically or emotionally”. Bullying often starts with trivial events and it is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone: mocking: making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of a group. It is usually over a long period and can hurt a child both physically and emotionally. There are different forms of bullying – Cyber bullying; racist and religious bullying; sexual, sexist and transphobic bullying; homophobic bullying and disablist bullying. Please refer to Seva School Anti-bullying policy.

5.8.7 Seva School will adhere to guidance set out in Keeping Children Safe in Education (2019), Sexual Violence, and Sexual Harassment in Schools (May 2018) when responding to incidents of Peer on Peer Abuse.

5.8.8 All staff are aware that ‘upskirting’ is a criminal offence and this will be reported accordingly in line with school policy.

5.9 Youth Produced Sexual Imagery (‘sexting’)

5.9.1 ‘Sexting’ refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.9.2 Seva School has a responsibility to educate children in the risks relating to ‘sexting’ and how to keep themselves safe online See appendix Online Safety and PSHE policies.

5.9.3 Any incidents or suspected incidents of ‘sexting’ will be reported to the DSL immediately.

5.9.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance ‘Searching, Screening and Confiscation, (January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 Seva school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.9.6 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.9.7 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.8 We will work with parents as necessary if their child is involved in 'sexting'.

5.9.9 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.10 Serious Violence

5.10.1 All staff members are aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime.

5.10.2 All staff are aware of the risks associated with serious violence, criminal networks and gangs and understand the measures in place to prevent these.

5.11 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

MASH Telephone number: 02476 788 555

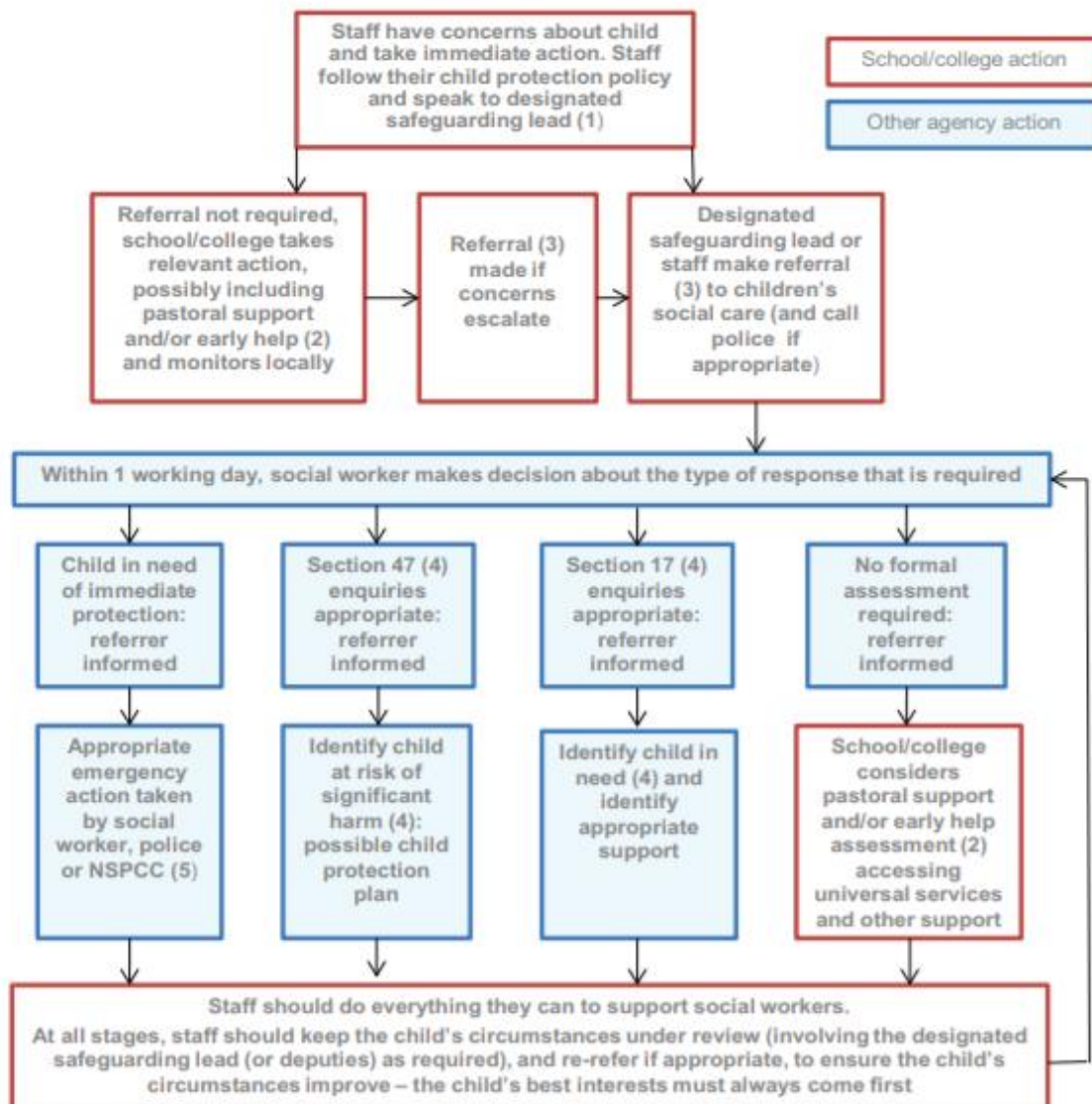
MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.12 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the Coventry Safeguarding Children Partnership's Escalation and Resolution of Professional Disagreements policy. to ensure that our concerns have been addressed and that the situation improves for the child.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

6 Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be recorded in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 Seva School keeps all safeguarding files electronically, using a system called CPOMs.

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will be put in writing to confirm their concerns.

6.4 In the event that a child moves school, their safeguarding file is transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.4 The school will seek at least two emergency contacts for every child.

6.5 All data processed by Seva School is in line with the General Data Protection Guidelines. Please refer to GDPR (General Data Protection policy).

7 Searching, Screening and confiscation

7.1-The Head of School and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons (Student who are baptised are allowed to carry a Kirpan)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence or
 - To cause personal injury to, or damage to the property of, any person (including the pupil)

Head of School and authorised staff can also search for any item banned by the school rules that has been identified in the rules as an item which may be searched for.

Confiscation

7.2 School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. The School is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

Establishing grounds for a search

7.3

- Teachers can only undertake a search anywhere on the school site without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In exceptional circumstances when it is necessary to conduct a search of a pupil teachers must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. Teachers can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

During the search

7.4-Extent of the search – clothes, possessions, desks and lockers

– what the law says:-

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- “Outer clothing” means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats, shoes, boots, gloves, scarves.
- ‘Possessions’ means any goods over which the pupil has or appears to have control –this includes desks, lockers, bags
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Screening

7.5 -What the law allows:

- The School can require pupils to undergo screening by a hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- School statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils but this will normally take place in the presence of a member of SLT.

Also note:

- If a pupil refuses to be screened, the School may refuse to have the pupil on the premises. Health and safety legislation requires a School to be managed in a way, which does not expose pupils or staff to risks to their health, and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the School does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Refer to link 4 on page 2- DFE guidance on searching, screening and confiscation for further information.

7.6 Refusal of searching

If the pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and Safety legislation requires the school to be managed in a way, which does not expose pupils or staff to risks to their health, and their safety and this would include making reasonable rules as a condition of admittance. If the pupil fails to comply and the school does not let the pupil into school, the pupil has not been excluded and the pupils absence will be marked as "unauthorised". The pupil should comply with the rules and attend school.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Students who are found to have made malicious accusations against school staff

The fact that teachers are often the only adult in a classroom of young people means that they can be subject to false or even malicious allegations. As well as being a distressing experience, this can affect career progression and damage the perception of teachers.

It is, of course, essential that genuine cases of misconduct or abuse be dealt with fairly and effectively. To do this, false allegations need to be identified and dismissed quickly.

Governors and the Head of School or the DSL- Assistant Head teacher will ensure that all allegations are investigated immediately. We will work with local authorities, the Home Office and the Association of Chief Police Officers (ACPO) to address this issue.

In most cases, while investigating an allegation we will opt to suspend the teacher in question, regardless of the nature or seriousness of the allegation.

Where there are no risks to children, alternatives must be explored so that teachers do not have to endure the stigma and speculation that accompanies suspension.

False allegations can damage teachers' career prospects even once disproved. Employers are asked to give references for teachers they should never be required to report prior allegations, which were found to be malicious or untrue.

Students found to be making false allegations about staff will be excluded.

8 Photography and Images

8.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Seva School. This will be updated annually.

8.2 Parents can withdraw consent at any time and must notify Seva School in writing that they do not wish their child's photographs to be used.

8.3 Photographs of children used publicly will not be displayed with their name or any other personal information.

8.4 In all photographs of children will be processed in line with the General Data Protection Regulation – see Data Protection policy.

9 Early Help

9.1 Seva School is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who has contact with children and their families and carers have a role to play in safeguarding children. Seva School works closely with its neighbouring family hub to work with families in the community to improve outcomes for children. Local family hubs are in proximity to where the child lives.

9.2 Seva School works within the Coventry Safeguarding Children Partnership's ['Right Help, Right Time'](#) framework, available on the CSCP website.

10 Staff training

10.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Seva School has committed to training staff throughout the academic year. All staff members are aware of Seva School's safeguarding processes and structures and have received relevant training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2019)
- School procedures for Children Missing Education
- The school Behaviour Policy

10.2 Staff members at Seva School will undertake the following training;

- Team Teach
- Statutory Safeguarding Training
- Edu-care modules
- DSL Briefings/updates on concerns around safeguarding in the local area
- DSL e-bulletins
- Mental Health Training
- LSCB

10.3 Seva School recognises that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truancy and 'sexting'⁵. Staff will be training in these areas in order to be able to recognise if a child is at risk of harm.

11 Safer Recruitment

11.1 Seva School is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification under the Childcare Act 2006 checks (as required).

11.2 A record of all checks on staff members are held on the Single Central Record database.

11.3 All new members of staff will be required to obtain DBS clearance. Seva School reserves the right to re-check DBS clearance for any staff member where information is received that indicates that they may pose a risk to children.

11.4 At least one staff member of every interview panel will have undergone Safer Recruitment training.

11.5 We take proportionate decisions on whether to check individuals beyond what is required.

11.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

11.7 All safer recruitment practices at Seva School comply with Keeping Children Safe in Education (September 2019). See Part 3 of Keeping Children Safe in Education (September 2019) for further information. See Safer Recruitment policy for further information.

12 Allegations of abuse against staff

11.1 Seva School takes all allegations against staff seriously and manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2019) and the CSCP Guidance, 'Allegations against Staff and Persons in a Position of Trust'.

11.2 If a concern or allegation of abuse arises against the Head of School, this will be reported to the Trustee Board immediately.

11.3 If a concern or allegation of abuse arises against any member of staff other than the Head of School, it must be reported to the Head of School immediately.

11.4 Allegations of abuse against staff must be reported to the Head of School or Trustee Board as appropriate and not discussed directly with the person involved.

12.5 The Head of School and the Trustee Board will consider if the allegation meets the threshold for Designated Officer intervention. The Local Authority Designated Officer details can be found on the front page of this policy.

12.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

12.7 If a child has suffered abuse or harm, a MASH referral will also be made.

12.8 For internal allegations, the Local Authority designated officer will provide information and support to Seva School in managing the allegation.

12.9 A referral to the Disclosure and Barring Service will be made if a staff member is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

13 Whistleblowing

13.1 Seva School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or safeguarding processes to the senior leadership team.

13.2 The senior leadership team will take all concerns seriously.

13.3 In the event that a staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education (September 2019) for additional guidance on whistleblowing procedure.

14 Promoting safeguarding and welfare in the curriculum

14.1 Seva School recognises the importance of teaching children how to stay safe and look after their mental health. We are committed to equipping children with the skills and knowledge to have successful and happy lives.

14.2 Seva School will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, we will cover relevant issues in line with government guidance on Relationships Education and Relationships and Sex Education.

14.3 Children at Seva School will receive SRE as part of our promotion of safeguarding across the curriculum:

15 Children Looked After

15.1 The most common reason for children to become "Looked-After" is due to an experience of abuse and/or neglect. Seva School recognises that children who are "Looked After" may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is the Designated Safeguarding Lead.

15.2 Staff have received relevant training on how to safeguard children who are Looked-After and Previously Looked-After.

15.3 Seva School will work with Personal Advisors when children leave care (where applicable).

15.4 Seva School is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

16 Children with Special Educational Needs

16.1 As outlined in Keeping Children Safe in Education (2019), Seva School is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.⁶

16.2 Staff are trained to recognise the signs of abuse in children with SEN and disabilities.

16.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and in these circumstances, we will obtain advice from the SENCO.

16.4 Safeguarding learning opportunities within the curriculum will be differentiated appropriately to ensure all children can access it.

17 Use of reasonable force

17.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary.

- The School emphasizes the importance of employing de-escalation strategies in the first instance whenever there is a threat of violence or aggression towards an individual or property.
- Training on how to use these de-escalation strategies are provided for all newly appointed teachers during their induction programme.
- Communicating calmly with children, using non-threatening verbal, body language, and helping them to see a way out of the situation are examples of this approach.
- Helping children to recognise their own "triggers" and "early warning signs" will be important components of de-escalation strategy developed in respect of a particular child.

⁶ Keeping Children Safe in Education, September 2019

- The decision to intervene using physical restraint based on Team Teach Training should be a professional judgement taken calmly and in full knowledge of the desired outcome. Any incidents whereby Team Teach has been used will be recorded on CPOMs in the first instance and then reported to the Head of School.

18 Work Experience

Seva school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervising our pupils on work experience, which are in accordance with the guidance in Keeping Children Safe in Education 2019. Although the Designated Safeguarding Lead has overall responsibility for work experience, they will be their main point of contact and ensure that procedures are in place.

19 Summary

18.1 Seva school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A

Seva school's safeguarding policy is intended to be used in conjunction with the following policies; <https://www.sevakeducationtrust.org>

Seva school adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

<http://www.proceduresonline.com/covandwarksscscb/contents.html>

- [Allegations Against Staff or Persons in a Position of Trust Policy \(CSCP\)](#)
- Allegations Against Members of Staff
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Attendance Policy
- Behaviour Policy
- Children/Young people with Medical Needs
- Children Missing in Education Procedures
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Drugs and Alcohol Policy Equalities Policy
- [Escalation and Resolution of Professional Disagreements \(CSCP\)](#)
- Health & Safety Policy
- HR & Governance Policy
- Online and E-Safety Safety Policy
- Intimate Care Policy

- ICT Policy
- CCTV Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy Self-harm/Mental Health Policy Safer Recruitment Policy
- Site Security Policy-included in Premises Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- The Power of Reasonable Force – included in Behaviour Policy
- Visitor Management Policy
- Whistleblowing Policy

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.6, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education (September 2019), Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse are made in the best interests of the child.

Bullying, including cyber- or online-bullying

Seva School takes all forms of bullying seriously and responds sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum in PSHE.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Child criminal exploitation (including involvement in county lines)

Criminal exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to the trafficking of children.

Seva School teaches children about consent and risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see him/herself as a victim. The child may initially resent what she/he perceives as interferences by staff and they must act on concerns, as they would for any other type of abuse.

All staff members are aware of the indicators of sexual exploitation of children and all concerns reported immediately to the Designated Safeguarding Lead. The Designated Safeguarding Lead will consider the need to make a referral to the Children's Social Care via MASH as with any other child protection concern and with particular reference to Coventry LSCB Child Exploitation procedures. Parents will be consulted and notified as above.

Domestic abuse

The school is involved in a project called Operation Encompass, which is run jointly between schools and West Midlands Police. Operation Encompass is the reporting to schools, prior to 9am on the next school day, when a child or young person has been exposed to, or involved in any domestic incident.

Fabricated or induced illness

Any concerns raised regarding the continued absence of a child or suspicions around fabricating illness must be reported to the Designated Safeguarding Lead immediately. Seva School will liaise with the Names Safeguarding Lead Professional (NSP) at the child's GP surgery to ascertain whether persistent absence due to illness is genuine.

Faith-based abuse

Where staff have concerns regarding children's extreme views based on faith, the Designated Safeguarding Lead should be notified and the school will assess the risk the child taking appropriate action if the child is at risk of immediate harm.

Female Genital Mutilation

This is a form of "honour-based" violence. FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practise is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine or both.

See <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> for further information.

If staff members have a concern that a girl may be at risk of FGM, they will record their concern and inform the Designated Safeguarding Lead immediately as they would any other safeguarding concern.

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police where they discover (e.g. means of a disclosure) that an act of FGM appears to have been carried out on a girl who is under 18. This is known as mandatory reporting.

Teachers in that situation will record their concern and inform the Designated Safeguarding Lead immediately who will support the teacher in making a direct report to the police.

Forced marriage

This is a form of "honour-based" violence. A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. It may also involve physical or sexual violence and abuse. A forced marriage is not the same as an arranged marriage. In an arranged marriage which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. Staff members should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

Gangs or youth violence / Gender-based violence

All forms of this so called violence is linked to age, gender, faith etc., are all abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of violence to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Policed and/or Children's Social Care as with any other child protection concern where actual violence has been reported.

Hate

Crimes committed against someone because of their disability, transgender-identity, race, religion or belief or sexual orientation are hate crimes and should be reported to the police.

Hate crimes can include:

- Threatening behaviour
- Assault
- Robbery
- Damage to property
- Inciting others to commit hate crimes
- Harassment

You can report hate crime online using this link – https://report-it.org.uk/your_police_force

Homelessness

Being Homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (or/and any Deputies) will be aware of contact details and referral routes into the Local Housing Authority as they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and antisocial behaviour, as well as the family being asked to leave the property.

If any staff become aware of a child at risk of being made homeless, they should speak to the DSL immediately. Any concerns regarding a child being at risk of significant harm, will be referred via the MASH as per usual safeguarding procedures.

(So-called) 'Honour-based' violence

So-called "honour-based" violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practises such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV

All forms of so called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the Designated Safeguarding Lead as with any other safeguarding concern. The Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern.

Radicalisation and Extremism

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As such, the Designated Safeguarding Lead is responsible for the school's strategy for protecting children from those risks. The school has defined responsibilities to ensure that children are safe from terrorist and extremist material

when accessing the internet in school. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. The school is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. The school promotes the values of democracy, the rule of law, individual liberty. Mutual respect and tolerance of these with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view and by ensuring that all pupils are valued and listened to within school.

School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would with any other safeguarding concern, identifying early indicators of possible radicalisation including changes in behaviour and attitudes to learning and expressions of interest in extremist ideas along with a tolerance towards potential violence to certain members of society.

The school recognises the importance of providing a safe space for children to discuss controversial issues, and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. However, the school will make appropriate referrals to the Police PREVENT team and Channel programme in respect of any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The school will discuss any concerns about possible radicalisation identified in school with a child's parents/carers as with any other safeguarding or child protection issue unless there is a reason to believe that doing so would place the child at risk: and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation. Subject to consultation with the Police PREVENT team and in the interests of making proportionate responses, the school may offer support to children and their families through the provision of early help as appropriate.

The school expects all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Staff Code of Conduct, will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and when necessary will make appropriate referrals in respect of any such adults.

Parents and staff may find the website www.educateagainsthate.com informative and useful. The website is designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school leaders.

Concerns will be referred to the Prevent and MASH teams. If concerns warrant a referral will be made to Channel.

Relationship abuse

Relationship abuse does not just mean that someone is being hit, punched, kicked or physically hurt. A person can be abused emotionally, which means that another is controlling, manipulating and exerting power over her. This includes name-calling, humiliation and threats. Seva School DSL will treat this as per Domestic Abuse.

Serious Violence Strategy

Sexual violence or sexual harassment (including peer-on-peer abuse)

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", or "part of growing up", "just having a laugh" or "boys being boys" and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

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

If staff have a concern about a child or a child makes a report to them, they should follow the school's safeguarding procedures and speak to the Designated Safeguarding Lead (or Deputy).

Sexting

The school will act in accordance with advice endorsed by DfE "Sexting in schools and colleges; responding to incidents and safeguarding young people" (UK Council for Child Internet Safety 2016)

<https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>

All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. The school will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of YPSI should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to YPSI is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about YPSI issue in relation to a device in the possession of a student (eg mobile phone, tablet, and digital camera) the member of staff will secure the device (ie. Confiscate). This is consistent with DfE advice - Searching, Screening and Confiscation – DfE 2014.

Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL (See "Viewing the imagery below).

The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents/carers will be informed at an early stage and involved in the process unless there is a good reason to believe that involving parents would be the young person at risk of harm.

If, at any point in the process, there is a concern that a young person has been harmed or is at risk of harm a referral will be made to Children's Social Care and/or the Police via MASH immediately.

The Police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported YPSI incident is experimental as in section 11 above or aggravated.

Trafficking and modern slavery

This is illegal. If staff have any notion that trafficking or modern slavery is/has occurred. The DSL should be notified immediately and this will be reported to the Police. If a member of staff is alerted outside of work, they should contact the police immediately and report to the DSL as soon as possible.

Upskirting

Upskirting involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks areas. As of 12 April 2019 'Upskirting' offenders can be arrested and sent to prison as a new law banning the

invasive practice comes into force across England and Wales. Police and prosecutors have now updated their guidance to ensure the law is properly enforced – with offenders facing up to 2 years in jail and being placed on the sex offenders register.

Seva School staff will:

1. Listen carefully to the child. Avoid expressing your own views on the matter. ...
2. Let the victim know they've done the right thing. ...
3. Tell the victim that it's not their fault. ...
4. Advise the victim that we will take them seriously. ...
5. Don't talk to the alleged abuser. ...
6. Explain what you'll do next. ...
7. Don't delay reporting the abuse, input as much detail as possible onto CPoms
8. Refer to the appropriate agency

Children missing from education, home or care

The school will also take action to protect;

- Children missing education
- Children missing from home or care

Private Fostering

Seva School have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;

- Children who talk about being left home alone, with inappropriate carers or with
- strangers;
- Children who reach developmental milestones, such as learning to speak or walk,
- late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late
- being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence
- of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

This policy refers to the following policies – confirm if we have these in place:

P5-Behaviour Policy/Positive Handling Policy
P5-Attendance Policy
P5-Anti-Bullying Policy
P5-Anti-Radicalisation
P5-Online Safety
PHSE policy
Peer on peer abuse policy
Searching, Screening and confiscation policy
Safer Recruitment policy
School photograph policy
Data Protection and privacy notice policy
Prevent Duty

Need information:

Family Hub information
P5-Behaviour Policy/Positive Handling Policy
P5-Attendance Policy
P5-Anti-Bullying Policy
P5-Anti-Radicalisation
P5/15-Online safety
P15-PHSE Policy
P15-Searching, screening and confiscation policy
P18 – Data Protection Policy/privacy notice
P18 – School photograph policy
P19-Family Hub details
P19-What training staff will receive annual refresher
P20 – LaDo information
P22-Team Teach-how incidents are recorded, strategies used to de-escalate situations