



## **SAFEGUARDING &** **CHILD PROTECTION POLICY**

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FINHAM PARK  
MULTI ACADEMY TRUST



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**Reviewed by:** Sarah Megeney & Carole Linstead September 2018

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**Shared with staff:** September 2018

**Frequency of review:** Annually

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**Designated Safeguarding Lead:** Sarah Megeney, Deputy Head Teacher

**Deputy Designated Safeguarding Lead:** Carole Linstead Inclusion

Coordinator

**Named Governor for Safeguarding:** Mark Hughes

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**Designated Lead for Looked After and Previously Looked-After Children:**

Johanna Kovacs SENCO

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# 1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2018) 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 **Finham Park School**.

# 2 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 **Finham Park School's** commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to **Finham Park School's** 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 **Finham Park School** is committed 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 **Finham Park School**, in line with Keeping Children Safe in Education (September 2018) 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 **Finham Park 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 2018)\*<sup>1</sup>
- Working Together to Safeguard Children (June 2018)\*
- Guidance for Safer Working Practice for those working with children and young people in education settings (2015)
- 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 2018).

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<sup>1</sup> Guidance marked with an asterisk (\*) is statutory.

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

Behaviour Policy, Anti-Bullying Policy, Code of Conduct, FPMAT Drugs and Substance Abuse Policy, FPMAT Lone Working with Children Policy, FPMAT Safer Recruitment Policy, FPMAT Use of Email & Internet Policy, ICT and E-Safety Policy, Work experience Policy and the PSHE Policy. Copies of these can be made available on request.

## 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 **Finham Park School** and Multi-Academy Trust. All references in this document to 'staff' or 'members of staff' 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 2018) in this policy, it should be understood that **Finham Park School** will always refer to this document as the benchmark for all safeguarding practice.

## 3 Roles and Responsibilities

### 3.1 The Role of the Governing Body and/or Directors

3.1.1 Finham Park School has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Pauline Parkes. Part 2 of Keeping Children Safe in Education (September 2018) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Ensure that they comply with their duties under legislation;
- Ensure that policies, procedure and training in *Finham Park School* are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that Finham Park School takes into account local authority and Coventry Local Safeguarding Board policies and supply information as requested by the CSCB;
- Ensure that *Finham Park School* has an effective child protection policy, that it is published on *Finham Park School* website or available by other means and review this annually;
- Ensure that *Finham Park School* has a staff behaviour policy or Code of Conduct;
- Ensure that all staff undergo safeguarding and child protection training on induction;
- 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 headteacher.

## **3.2 The Role of the Headteacher**

### **3.2.1** The headteacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- 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;
- Appoint a 'Designated Teacher for Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- 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 members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- 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 Finham Park School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2018).

## **3.3 The Role of the Designated Safeguarding Lead**

### **3.3.1** *The Designated Safeguarding Lead for Finham Park is Sarah Megeney. The Designated Safeguarding Lead will;*

- Take overall lead responsibility for safeguarding and child protection in *Finham Park 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 (2015);
- 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 Finham Park 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 every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2018);
- 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 *Finham Park 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 *Finham Park 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 *Finham Park School*; and
- Liaise with the headteacher 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 2018).

### **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 *Finham Park 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; *Finham Park 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 *Finham Park School* that support safeguarding and child protection;

- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2018) 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 will be trained in indicators of abuse and should be able to recognise 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, 2015)

<b>Type of abuse</b>	<b>Information</b>
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 (e.g. via the internet). They may be abused by an adult or adults, or another child or 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 images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or

Type of abuse	Information
Child sexual exploitation (CSE)	<p data-bbox="639 237 1391 450">grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.</p> <p data-bbox="639 488 1391 902">CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p>
Neglect	<p data-bbox="639 916 1391 1438">The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 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 will report concerns.

4.6 Finham Park School recognises that any child can be the victim of abuse and may benefit from early help. However, Finham Park 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.<sup>2</sup>

4.7 *Finham Park School* recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if *Finham Park 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;
- 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;
- honour-based violence;
- radicalisation;
- relationship abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- trafficking and modern slavery.

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<sup>2</sup> Taken from paragraph 18, Keeping Children Safe in Education (September 2018)

4.8 **Finham Park School** will also take action to protect;

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

4.9 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2018) 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 **Finham Park 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 **Finham Park School's** 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.<sup>3</sup>

## 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 as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's social care, where possible there should be a conversation with the Designated Safeguarding Lead.

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 will be alert to 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

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<sup>3</sup> Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

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 member of staff. If this happens, the member of staff 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 needs to be taken following a member of staff 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 **Finham Park 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 Finham Park School believes that a child is at significant risk of harm, a referral will still be made to children's social care.

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

5.6 See page 16 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2018).

5.7 In cases where members of staff 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 without delay and will do so. 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.<sup>4</sup>

5.8 **Finham Park 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 and initiation/hazing ceremonies. Finham Park School recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 Finham Park School will ensure staff & governors understand what is meant by peer on peer abuse and our policy on peer on peer abuse through CPD on this area at staff meetings, morning briefings, teacher training, staff induction and an ongoing programme of dissemination via bulletins, meetings and briefings.

5.8.2 *Finham Park School works to prevent peer on peer abuse by ensuring that all members of the school community fully understand the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it. This includes*

(a) Contextual Safeguarding;

(b) the identification and classification of specific behaviours; and

(c) the importance of taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as banter.

Finham Park School educates students about the nature and prevalence of peer-on-peer abuse through PSHE, mentor programme, assemblies and the wider curriculum. Students taught what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. They are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards it.

5.8.3 In the event that an allegation of peer on peer abuse is made:

- Staff will not promise confidentiality. They will be clear about who they need to tell and why
- Staff will reassure the child that they're being taken seriously and will be supported and kept safe
- Staff will listen carefully, remain non-judgemental, and avoid leading questions

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<sup>4</sup> \*introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

- Staff will record the disclosure as soon as possible but try to avoid taking notes while the child is talking, so they can give them their full attention
- Staff must record the facts as the child presents them – without adding their own opinion
- Staff must never view any photos or videos of a sexual nature

If the DSL (or a deputy) isn't involved in the initial report, they should be informed as soon as possible.

Finham Park School will investigate reports by speaking to all the young people involved separately, obtaining statement of facts from them and use consistent language and open questions for each account 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?) The DSL (or a deputy) will then advise on the school's response to the report.

If the DSL (or Deputy) believes a child is in immediate danger or at risk of harm, a referral will be made to children's social care. If an offence has been committed, it will be reported to the police.

Where there has been a report of sexual violence, the DSL (or a deputy) will make an immediate risk and needs assessment, considering:

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

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

Risk assessments should be recorded and stored on CPOMS.

The DSL (or a deputy) should engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it's likely that professional risk assessments by social workers or sexual violence specialists will be required. The DSL (or deputy) will use these assessments to inform Finham Park School's approach and update the risk assessment.

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 team, mentor and college team and the school counsellor. Referrals will be made to the relevant external agencies.

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

5.8.6 *At Finham Park School* students are taught about safeguarding through teaching and learning opportunities:

- sex and relationship education PSHE
- drugs and alcohol abuse



- grooming
- online safety
- child sexual exploitation
- Prejudice
- Beliefs and values
- Extremism of different forms
- Bullying
- Peer on peer abuse
- Relationship abuse & sexual abuse
- Sexting

5.8.7 Finham Park School will adhere to guidance set out in Keeping Children Safe in Education (2018) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

### 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 **Finham Park School** has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. Our ICT & E-Safety Policy is available on the school website.

5.9.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

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 Finham Park School recognises that safeguarding incidents can be associated with factors outside Finham Park 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.

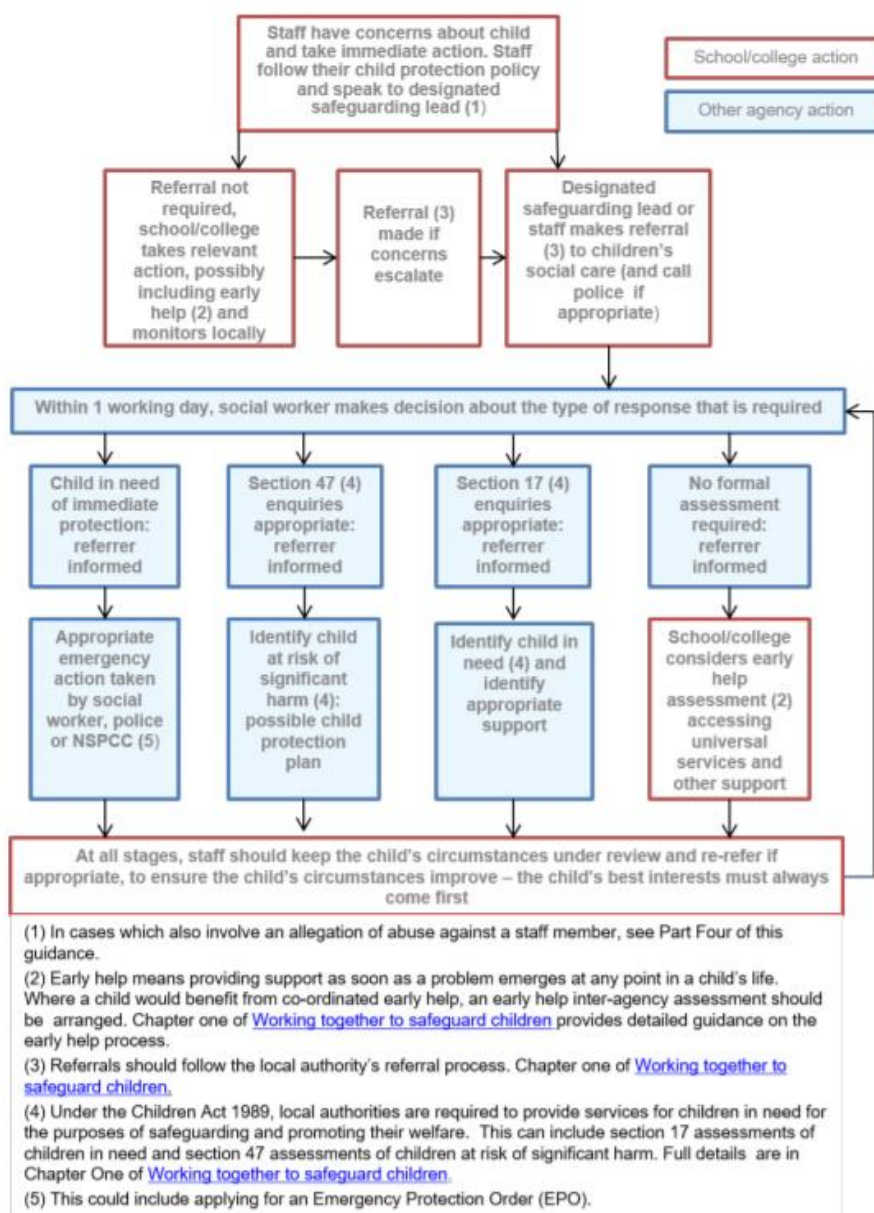
#### 5.10 **Searching, Screening and Confiscation**

5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in **Finham Park School**.

5.10.2 **Finham Park School** adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.10.3 For further information contact Finham Park School regarding the Searching, Screening and Confiscation Policy.

## Actions where there are concerns about a child



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. Finham Park 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 and to [CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk)

5.12 If a child's situation does not appear to be improving following a referral, Finham Park School may re-refer the child. We will also consider using the [LSCB's Escalation Policy](#). to ensure that our concerns have been addressed and that the situation improves for the child.

## 6 Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept 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 **Finham Park 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 also be followed up in writing.

6.4 In the event that a child moves school, the safeguarding file will be 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 Finham Park School will seek at least two emergency contacts for every child.

6.5 All data processed by **Finham Park School** is done so in line with the General Data Protection Guidelines. The Data Protection Policy can be made available on request for additional information.

## 7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins **Finham Park School**.

7.2 Parents can withdraw consent at any time and must notify **Finham Park School** if they do not wish their child's photographs to be used.

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

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

## 8 Early Help

8.1 **Finham Park 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 comes into contact with children and their families and carers have a role to play in safeguarding children. **Finham Park School** works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

*Mosaic Family Hub, Jardine Crescent, Coventry, CV4 9PL Tel: 024 7678 7801*

8.2 Finham Park School works within the LSCB 'Right Help, Right Time' framework, available on the LSCB website.

## 9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Finham Park School has committed to training staff throughout the academic year. All staff members will be made aware of Finham Park School's safeguarding processes and structures and will receive 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 2018)
- School procedures for Children Missing Education
- Finham Park School Behaviour Policy

9.2 Staff at Finham Park School will receive;

- Annual safeguarding training
- Governor training
- Exam invigilator training
- Volunteer training
- Grooming awareness including E-safety
- Key feedback from DSL briefings
- Radicalisation – Prevent
- Lone working with children
- Safer working practices
- Peer on Peer Abuse

9.3 Finham Park School recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truancing and 'sexting'<sup>5</sup>. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

## 10 Safer Recruitment

10.1 Finham Park 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;

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<sup>5</sup> Also known as 'youth produced sexual imagery'.

- 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).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

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

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

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

10.6 Any visitor to Finham Park School who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at Finham Park School comply with Keeping Children Safe in Education (September 2018). See Part 3 of Keeping Children Safe in Education (September 2018) for further information.

10.8 See Safer Recruitment policy for further details.

## **11 Allegations of abuse against staff**

11.1 Finham Park School takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2018) and the LSCB Guidance, 'Managing Allegations against Staff and Persons in a Position of Trust'.

11.2 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Executive Headteacher or Chair of the Local Governing Body without delay. If a concern or allegation of abuse arises against the Executive Headteacher, *it must be reported to the Chair of the Finham Park Multi Academy Trust* without delay.

11.3 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay.

11.4 Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. The Local Authority designated officer is Angie Bishop and contact details can be found at the front of this policy.

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

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

11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Finham Park School in managing the allegation.

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

11.10 Whistleblowing - All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff policies, are in place for such concerns to be raised with the school's senior leadership team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- General guidance can be found at- [Advice on whistleblowing](#)

11.11.1 Finham Park School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Finham Park School's safeguarding processes to the senior leadership team.

11.11.2 The senior leadership team will take all concerns seriously.

11.11.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

## **12 Promoting safeguarding and welfare in the curriculum**

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

12.2 Children at Finham Park School will receive the following as part of our promotion of safeguarding across the curriculum:

- Safeguarding assemblies
- ICT & E-safety policy
- Behaviour policy
- Safer inter day
- PSHE curriculum
- Mentor programme
- Strategies to overcome stress and anxiety through study skills workshops.
- Sessions for parents on coping with the stresses and revision for GCSEs.
- Year 6 new parents evening

## **13 Children Looked After**

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Finham Park School recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Johanna Kovacs.

13.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.3 Finham Park School will work with Personal Advisors when children leave care (where applicable).

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

## **14 Children with Special Educational Needs**

14.1 As outlined in Keeping Children Safe in Education (2018), Finham Park 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; and
- communication barriers and difficulties in overcoming these barriers.<sup>6</sup>

4.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

4.3 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 advice from the SENCO will be sought in these circumstances.

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

## **15 Use of reasonable force**

15.1 There may be occasions when Finham Park School staff are required to use reasonable force to safeguard children. Before the use of any force, all other intervention strategies should be considered. employed

15.2 The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more

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<sup>6</sup> Keeping Children Safe in Education, September 2018



extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Finham Park School staff should always try to avoid acting in a way that might cause injury.

15.3 Following any such incident the member of staff concerned should inform the Headteacher and the Deputy Headteacher (DSL) of the events. Provide a statement as soon as possible afterwards. It should include the following information:

- The name(s) of the pupil(s) involved and when and where the incident took place
- The name(s) of any other staff or pupils who witnessed the incident
- The reason that force was necessary
- Briefly outline how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- The pupil's response and the outcome of the incident
- Details of any obvious or apparent injury suffered by the pupil, or any other person, and of any damage to property
- Obtain medical report from onsite medical practitioners who were involved
- Where reasonable force has been used on a pupil, parents are to be informed by the appropriate Senior Member of Staff. Please note that parental consent is not need to use force on a student in the appropriate circumstances.
- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

15.4 The Headteacher's PA will record all relevant details. All incidents are investigated as set out in the School's Behaviour Policy.

## **16 Work Experience & Collaborative Provision**

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervising pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education 2018*. All policies are on the school website and are reviewed by the safeguarding lead and LT link. In addition, there is a Safeguarding Young People Policy for Collaborative Provision Pre-16 which can be made available on request.

## **17 Children staying with host families** (see Annex E KCSIE)

17.1 Finham Park School will consider what information will best inform the assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay.

17.2 To help inform the assessment, Finham Park School will obtain DBS enhanced certificates with barred list information. In addition to those engaging in regulated activity, schools and colleges are free to decide whether they consider it necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying.

17.3 It is not possible to obtain criminality information from the DBS about adults who provide homestays abroad. Finham Park School will liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. Professional judgement will be used to satisfy the school that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange.

## **18 Summary**

18.1 Finham Park 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 Finham Park School.

## Appendix A

Finham Park School's safeguarding policy is intended to be used in conjunction with the following policies;

Finham Park School adheres to Coventry Local Safeguarding Children Board's Policies, which can be found here:

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

- Allegations Against Staff or Persons in a Position of Trust Policy (LSCB)
- Anti – Bullying Policy
- Behaviour Policy
- Code of Conduct
- Complaints Policy
- Critical Incident Plan
- EDVIS Policy
- FPMAT Data Protection Policy
- FPMAT Drugs and Alcohol Policy
- FPMAT Educational Inclusion & Equality Policy
- Escalation and Resolution of Professional Disagreements (LSCB)
- FPMAT Health & Safety Policy
- FPMAT Lone Working with Children Policy
- Management of HS for Young People Policy
- ICT & E-Safety Policy
- FPMAT Medication in School & First Aid Policy
- Looked After Children Policy
- PSHE Policy
- FPMAT Safer Recruitment Policy
- SEND Policy
- Staff Code of Conduct
- FPMAT Whistleblowing Policy
- Site Security Policy

## **Appendix B – Further Safeguarding Information**

### **Types of Abuse**

As outlined in paragraph 4.6, Finham Park 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 2018, Annex A.

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

#### **Bullying, including cyber- or online-bullying**

Finham Park School takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their Mentor, 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

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.

#### **Criminal exploitation (including involvement in county lines)**

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing’. All staff at Finham Park School will follow our safeguarding procedures and report any concerns to the DSL. The DSL will decide on who to share this with, including the local authority social care services. If they believe a person is in immediate risk of harm, you should contact the police.

#### **Domestic abuse**

The Home Office (2013) definition of domestic violence and abuse is:

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

- Psychological / emotional abuse – intimidation and threats (e.g. about children or family pets), social isolation, verbal abuse, humiliation, constant criticism, enforced trivial routines, marked over intrusiveness.
- Physical violence – slapping, pushing, kicking, stabbing, damage to property or items of sentimental value, attempted murder or murder;
- Physical restriction of freedom – controlling who the mother or children see or where they go, what they wear or do, stalking, imprisonment, forced marriage;

- Sexual violence – any non-consensual sexual activity, including rape, sexual assault, sexual exploitation, refusing safer sex or human trafficking; and
- Financial abuse – stealing, depriving or taking control of money, running up debts, withholding benefits books or bank cards.

All reports or suspicions should be reported as with all other safeguarding concerns through the routes described in the Safeguarding & Child Protection Policy.

Operation Encompass is a unique Police and Education early intervention safeguarding partnership which supports children and young people exposed to domestic abuse.

Operation Encompass is reporting to schools before the start of the next school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening.

The information is given in strict confidence to a school's Key Adult to enable support to be given dependent on the needs and wishes of the child.

### **Fabricated or induced illness**

Finham Park School recognises that the fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child's signs and symptoms of illness. The management of these cases requires a careful medical evaluation which considers a range of possible diagnoses.

Fabricated or induced illness is often, but not exclusively, associated with emotional abuse. There are a number of factors that teachers and other school staff should be aware of that can indicate that a pupil may be at risk of harm. Some of these factors can be:

- frequent and unexplained absences from school, particularly from PE lessons;
- regular absences to keep a doctor's or a hospital appointment; or
- repeated claims by parent(s) that a child is frequently unwell and requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which staff have not themselves noticed eg headaches, tummy aches, dizzy spells, frequent contact with opticians and/or dentists or referrals for second opinions.

All reports or suspicions should be reported as with all other safeguarding concerns through the routes described in the Safeguarding & Child Protection Policy.

### **Faith-based abuse**

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.

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.

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.

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.

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.

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

### **Female genital mutilation, Forced marriage**

Our safeguarding policy above, and the school's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other. Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum. Our school works with and engages our families and communities to talk about such issues. Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible. Our Designated Safeguarding Lead knows where to seek and get advice as necessary. Our school brings in experts and uses specialist material to support the work we do.

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. In these situations, the DSL and/or head will be informed and the police will be called to report suspicion that FGM has happened. At no time will staff examine pupils to confirm this. 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.

### **Gangs or youth violence**

There are a number of areas in which young people are put at risk by gang activity, both through participation in and as victims of gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

Defining a gang is difficult, however it can be broadly described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.

Finham Park School staff always takes what a child tells them seriously. All Finham Park School staff should follow our safeguarding reporting procedures and notify the DSL. The DSL will assess the information together with the child's presenting behaviours in the context of whatever information they know or can gather from the child about the risk factors described in the risk assessment framework for children affected by gangs and serious youth violence.

LA children's social care professionals will be alerted to the possibility that a child referred to them or a child they are already working with may, in addition to any of the child's other presenting issues, be or become vulnerable to / involved with, a gang or serious youth violence.

### **Gender-based violence**

Violence Against Women and Girls (VAWG) is the term given to all forms of violence and abuse experienced disproportionately by women and girls, or experienced by them because of their gender, including rape, domestic violence, forced marriage, 'honour' based violence, FGM and sexual harassment.

If any member of Finham Park staff is concerned that a child might be a victim or exposed to the dangers of gender-based violence they must follow the safeguarding reporting procedures.

### **Hate**

A 'hate incident' refers to actions or words that are targeted at a person because the perpetrator is hostile, or prejudiced, towards an aspect of the victim's identity or characteristics. The law identifies five 'strands' for particular protection: disability, race or ethnicity, religion or belief, sexual orientation, or transgender status. When the actions or words also amount to a criminal offence, it becomes a hate crime.

Anyone could be a victim of a hate incident or hate crime, and these are not defined by the *intentions* of the perpetrator. Instead, if the victim or person witnessing it *believes* or *perceives* that an incident was motivated by prejudice or hostility towards an aspect of the victim's identity or characteristics, such as their race, religion, disability, sexual orientation, or transgender status, then it should be treated and recorded as a hate incident.

Hate incidents and hate crimes take many forms, including abusive words, physical attacks, online comments, damage to property, bullying, or a campaign of harassment.

Finham Park School:

- Takes steps to inform students and staff of what hate incidents are;
- Identifies hate incidents and has procedures in place to respond to them (Behaviour Policy);
- Records and report hate incidents when they are identified;
- Monitors hate incidents and reports routinely to Governors.

## **Homelessness**

An individual is considered to be homeless if they:

- have no home where they can live together with their immediate family
- can only stay where they are on a very temporary basis
- do not have permission to live where they are
- have been locked out of their home and are not allowed to return
- cannot live at home because of violence or threats of violence, which are likely to be carried out against them or someone else in their household
- live in a vehicle or boat and have nowhere to put it.

An individual will also be considered homeless if it is not reasonable for them to stay in their home, for example if:

- they cannot afford to stay where they are
- their home is in very poor condition.

A child's personal situation is confidential and should not be disclosed to other pupils. If a member of staff becomes aware that a child is homeless they should inform the DSL and they will inform the relevant teachers and support staff. This will allow Finham Park School to offer appropriate support to the child and take their circumstances into consideration when necessary. The school should will include details of the support they offer to families experiencing housing issues in correspondence with the parents.

## **(So-called) 'Honour-based' violence**

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. 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 violence 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 Women and girls are the most common victims of honour based violence 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.

If Finham Park School staff believe that a pupil is at risk from honour based violence the DSL 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 place.

It is important that if honour based violence is known or suspected that 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.

### **Radicalisation and Extremism**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Finham Park values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Finham Park is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Finham Park School is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Finham Park is Mrs Carole Linstead. When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead.

### **Relationship abuse**

Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive. Finham Park school provides education as part of the PSHE curriculum to 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.

All disclosures or concerns must follow the route described in the main document for reporting.

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

See the main section of this document.

### **Sexting**

Creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

Finham Park School educate students about the dangers of sexting through the PSHE curriculum, mentor programme, safer internet day and safeguarding assemblies.

All incidents should be reported to the DSL in the usual manner.

## **Trafficking and modern slavery**

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.

If Finham Park School staff believe that a child is being trafficked, this must be reported to the designated safeguarding lead for referral to be considered to children's social care.

## **Children missing from education, home or care**

Finham Park School will also take action to protect;

- Children missing education
- Children missing from home or care

### **Children Missing Education**

**[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/395138/Children\\_missing\\_education\\_Statutory\\_guidance\\_for\\_local\\_authorities.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf)**

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

DSL and Finham Park School 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 sexually exploited during this time?
  - Are they late because of a caring responsibility?
  - Have they been directly or indirectly affected by substance misuse?
  - Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
    - Is the lesson being missed one that would cause bruising or injuries to become visible? 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?
  - Do the parents appear to be aware?
  - Are the pupil's peers making comments or suggestions as to where the pupil is at?
- Continuous missing days: Has the school been able to make contact with the parent? 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?

The Finham Park 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.

Also see the attendance policy.

### **Children Missing from home or care**

**<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>**

**<http://www.childrensociety.org.uk/what-we-do/policy-and-lobbying/children-risk/runaways>**

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions. The association of chief police officers has provided the following definitions and guidance. "Missing person is: 'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person

may be the subject of crime or at risk of harm to themselves or another.' An absent person is: 'A person not at a place where they are expected or required to be.' All cases classified as 'missing' by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as 'absent' will be recorded by the police and risk assessed regularly but no active response will be deployed. The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to 'missing'.

At Finham Park School 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/directly contact the police to inform them.

## **Private Fostering**

Finham Park 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.

Finham Park School recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Approved by Governors:

Signed:



**CHRIS BISHOP**  
Headteacher

Date:

Signed:



**ALETHEA FULLER**  
Chair of Governors

Date