



SAFEGUARDING & **CHILD PROTECTION POLICY**



Policy last reviewed: September 2021

Reviewed by: Sarah Megeney September 2022

Agreed by governors: September 2022

Shared with staff: September 2022

Frequency of review: Annually

Date of next review: September 2023

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1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2022) as;

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; 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**.

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2 Introduction

2.1 We recognise that safeguarding and child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors 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 with and upholding the Human Rights Act 1998 and the Equality Act 2010.

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, exploitation and neglect;



- 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.
- All staff take on responsibility to promote children's welfare.
- 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.
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2.4 Safeguarding aims

2.4.1 The safeguarding aims of Finham Park School, in line with Keeping Children Safe in Education (September 2022) are to;

- work to identify children who are suffering or likely to suffer harm, exploitation, neglect 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;
- support children's mental health and wellbeing;
- 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 (including online) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- Have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families.
- 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 or particular protected characteristics (LGBTQ+, etc);
- 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 (2022)**
- **Working Together to Safeguard Children 2018 (parts updated 2022)**
- Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)
- Guidance for Safer Working Practice for those working with children and young people in education settings addendum (April 2020)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children during the Coronavirus outbreak.

2.7 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 B of Keeping Children Safe in Education (September 2022).

2.8 This policy should be read in conjunction with the following policies; Behaviour Policy, Anti-Bullying Policy, Children Missing in Education 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 PSRHE Policy. Copies of these can be made available on request.

2.9 Scope

2.9.1 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.

2.9.2 Rather than duplicating content from Keeping Children Safe in Education (September 2022) 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 Governing bodies & the board of directors have a strategic leadership responsibility for our safeguarding arrangements. We have a senior board level



role carried out by Pauline Parkes. Part 2 of Keeping Children Safe in Education (September 2022) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for Finham Park School safeguarding arrangements;
- Ensure all Governors, Directors and trustees receive appropriate safeguarding and child protection training (including online safety) at induction and that is regularly updated.
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- 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 considers 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 Finham Park School has an effective child protection policy, that it is published on the school website or available by other means and review this annually;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that Finham Park School has a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Ensure that all staff undergo safeguarding and child protection training on induction (including online safety) and ensure this is regularly updated;
- Ensure Finham Park School contributes to multi-agency working in line with statutory guidance;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;



- 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 share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff, volunteers and contractors).
- Ensure safer working practice is embedded and effective within policies.

3.2 The Role of the Headteacher

3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually at minimum 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 and previously 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)
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- 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 low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- 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 Finham Park School collaborates with Children's Services, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments 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 services (from the host local authority or placing authority) 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 2022).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 *The Designated Safeguarding Lead for Finham Park is Sarah Megeney & the Deputy Safeguarding Lead is Carole Linstead.* The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety) in Finham Park School;
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2022);
- 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;
- Act as a point of contact with the safeguarding partners;
- 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;
- Always be available during school or college hours for staff at Finham Park School 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 knowledge and skills required to carry out the role and updated a minimum of every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2022);
- 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;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of children who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a 'culture of safeguarding', in which every member of *Finham Park School* community act in the best interests of the child;
- Ensuring relevant staff in Finham Park School know who, in its cohort of children, have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half-term as a minimum) 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.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health;
- Be aware of the requirement for children to have an Appropriate Adult – PACE code C 2019.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education (September 2022).

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;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone



that they are being abuse, exploited or neglected and/or recognise their experience as harmful;

- Will be aware of indicators of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- 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 2022) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- 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 Services (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 including online safety;
- 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.
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- 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).

3.5 Multi-Agency Working



- 3.5.1 The school is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.
- 3.5.2 The school will work with Children's Services, the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.
- 3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help Assessments. Mosaic Family Hub, Jardine Crescent, Tile Hill, Coventry, CV4 9PL.
- 3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, the school is under a statutory duty to co-operate with published CSCP arrangements.

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child, or failing to protect a child from harm online as well as face to face both inside and outside of the school as well as the multi-faceted occurrence of factors causing emotional 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, 2022)

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 may be used to facilitate



Type of abuse	Information
	offline abuse. 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 violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place



Type of abuse	Information
Child sexual exploitation (CSE)	<p>online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of <i>the school</i> policy and procedures for dealing with this.</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 and/or through violence or the threat of violence. 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> <p>Further information about Child Sexual Exploitation can be found in paragraph 28 of Keeping Children Safe in Education 2020.</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, 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 Services (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 Children's Services 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 or has a certain health conditions and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- 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 at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of the school day.
- is a privately fostered child.¹

¹ Taken from paragraph 18, Keeping Children Safe in Education (September 2018)



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;

- bullying, including cyberbullying, prejudice based and discriminatory;
- child criminal exploitation (including involvement in county lines);
- child sexual exploitation;
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- peer on peer abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

4.8 Finham Park School will also act to protect;

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

4.8.1 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 (2022) 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.
- Children who need a social worker.



4.9 Children potentially at greater risk of harm

- 4.9.1 The school recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.
- 4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the school.
- 4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.10 Children missing from Education

- 4.10.1 Finham Park School understands that children missing from education can be a vital warning sign to a variety of safeguarding concerns including neglect, child sexual and criminal exploitation.
- 4.10.2 Finham Park School will report information to the Local Authority when removing a child from roll.
- 4.10.3 Finham Park School will report information to the Local Authority when problems are first emerging regarding contact with family and will always contact the LA if this results in the removal of a child from roll.

4.11 Elective Home Education

- 4.11.1 Finham Park School recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart.
- 4.11.2 Since 2016, Finham Park School has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside Finham Park School to coordinate a meeting with parents where possible ideally before a final decision is made.

4.12 Mental Health

- 4.12.1 The school recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.
- 4.12.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or at risk of suffering abuse, neglect or exploitation.
- 4.12.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.



4.12.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health issue they should log their concerns on CPOMs and alert the safeguarding and college teams. It is important to speak to a member of the safeguarding team. Referrals can then be made to the school counsellor, parents may be contacted and it may be suggested that the child is taken to the doctors. In cases of real concern, a CAHMs referral will be made. The school works closely with other agencies and makes use of their expertise, such as Positive Futures, School Nursing Service and the Primary Mental Healthcare Trust.

4.12.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead, or the Deputy Designated Safeguarding Lead, immediately.

4.12.6 Finham Park School has a Senior Mental Health Lead and Mental Health first aider. Well-being and positive mental health strategies are promoted through mentor time, assemblies and PSRHE. Well-being officers provide support and referrals are made to the school Counsellor.

4.12.7 Further information, guidance and advice regarding mental health can be found on page 44 of Keeping Children Safe in Education 2022.

4.13 Children who are Lesbian, Gay, Bi or Trans (LGBT+)

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

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

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 Services, 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 Services or to the police, they should inform the DSL as soon as possible.

5.3 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 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/allegations of abuse that children have shared;

5.4 There will be occasions where a child discloses/alleges 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 had a discussion with the DSL prior to this but delay should be avoided.

5.5 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 recording a clear rationale. The DSL may consider the following options;

- Manage support for the child internally within the school;
- 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 consideration 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 Services.

5.6 For further information about the Coventry Safeguarding Children Partnership'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/righthelprighttime>.

5.7 See page 24 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2022).

5.8 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 first, but the legislation requires regulated health and Children's Services 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.²

If a member of staff believes a child is at risk of FGM, a referral to the MASH is also required.

5.9 Finham Park School have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the school are aware the 28 days has been exceeded.

5.10 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 the school's Prevent duty.

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

5.12 Child on Child Abuse

² *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015



5.12.1 Finham Park School understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images or videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as child-on-child abuse.

5.12.2 All members of staff will be made aware of the school's policy and procedures with regards to child-on-child abuse. *The school will ensure staff understand what is meant by child-on-child abuse and the school policy on child-on-child abuse through staff CPD, staff meetings, teacher training, staff induction and an ongoing programme of dissemination via bulletins, meetings and briefings.*

5.12.3 Finham Park School will work to prevent child on child 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.

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child 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
- 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 it 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.

5.9.2 *Finham Park School will work 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.

5.12.5 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 and referral to the MASH will be considered. Records are kept on CPOMs.

5.12.6 Finham Park School will never pass off child on child abuse as 'banter', 'having a laugh', 'part of growing up' or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

5.12.7 Finham Park School will adhere to guidance set out in Keeping Children Safe in Education (2022) and Sexual Violence and Sexual Harassment in Schools (September 2021) when responding to incidents of child on child abuse.

5.12.8 All staff will be made aware that 'upskirting' is a criminal offence.

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

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

5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3 The school is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced even if they appear to have consented to the criminal activity.

5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.



5.13.5 The school recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

5.14 Sharing of consensual or non-consensual nude and semi-nude images or videos

5.14.1 “Sharing of consensual or non-consensual nude and semi-nude images or videos” 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.

5.14.2 Finham Park School has a responsibility to educate children in the risks relating to ‘sharing consensual or non-consensual nude images or videos’ and how to keep themselves safe online. Our ICT, E-Safety & PSHE Policy is available on the school website.

5.14.3 Any incidents or suspected incidents of ‘sharing consensual or non-consensual nude images or videos’ should be reported to the DSL without delay.

5.10.4 Once reported to the DSL (or Deputy DSL), they will decide on the appropriate course of action. This could include;

- Referrals to the MASH in regards to all parties involved (also the police if urgent response required);
- 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;

5.14.5 Any incidents of ‘sharing consensual or non-consensual nude images or videos’ involving the following will result in a MASH and sometimes a Police referral;

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

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

5.14.7 We will work with parents as necessary if their child is involved in ‘sharing consensual or non-consensual nude images or videos’.

5.14.8 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.



5.15 Domestic Abuse

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 The school recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn.

5.16 Searching, Screening and Confiscation

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

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

5.13.3 Please see searching, screening and confiscation in behaviour policy, for further information.

5.17 Online Safety

5.17.1 The school recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2022:

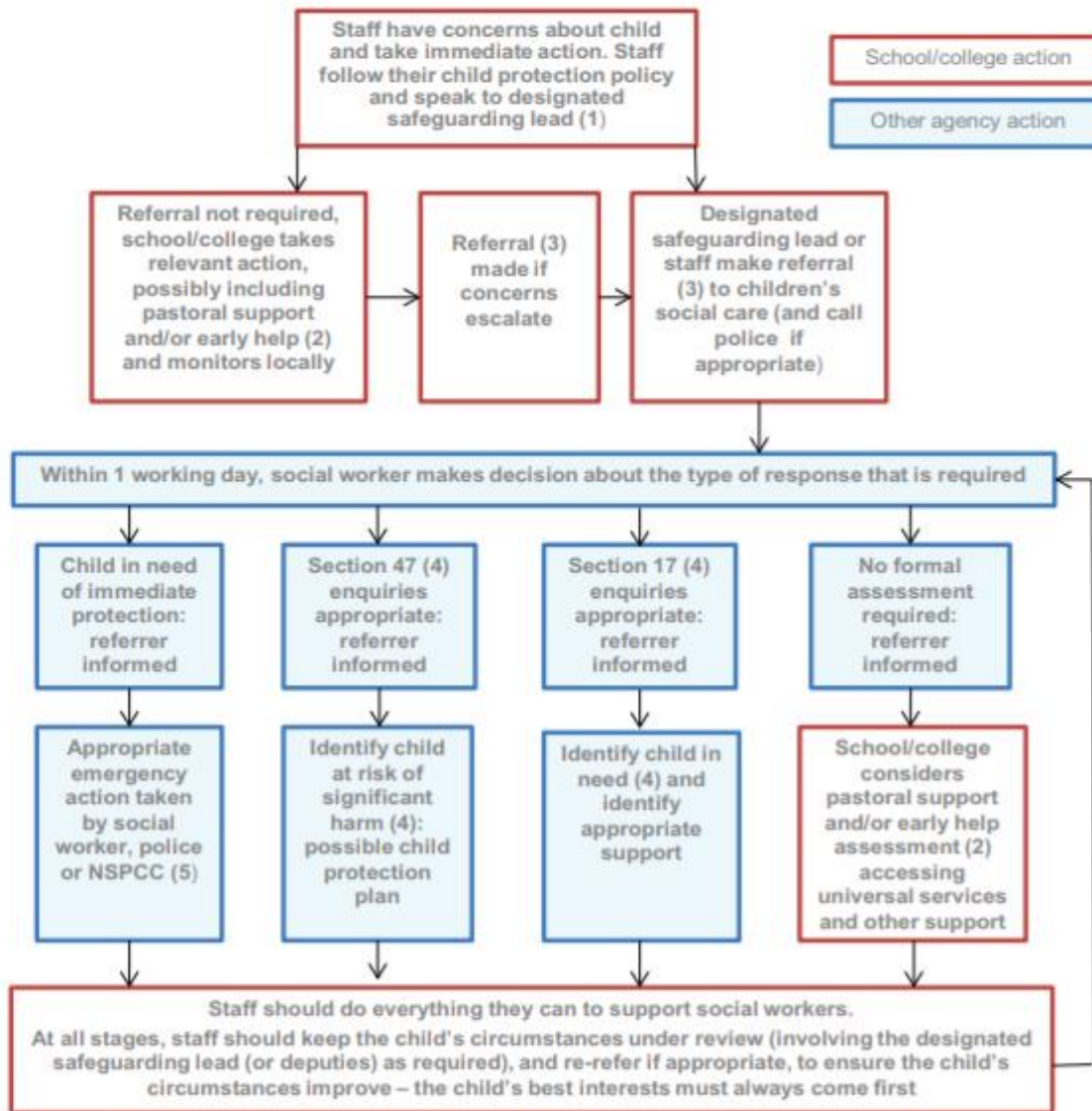
- Content – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism)
- Contact – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)
- Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams

5.17.2 The school understand that the above can take place on a student's phone or smart device (including smart watches) whilst at school/college or elsewhere. The school have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology

5.17.3 The school has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns.



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).

5.18 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 Children's Services to ascertain the outcome of all referrals.



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

5.18.1 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 Managing Professional Disagreements policy** to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 **Information will be kept confidential and stored securely.**

6.2 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.

6.3 Finham Park School keeps all safeguarding files electronically, using a system called CPOMs.

6.4 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, this will be on CPOMs.

6.5 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 in a timely manner. Once received by the new school, Finham Park School will not retain the information.

6.6 Finham Park School will seek to hold at least two emergency contacts for every child.

6.7 All data processed by *Finham Park School* is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). The Data Protection Policy can be made available on request for additional information.

6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education (September 2022).

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 identifiable personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation. Staff will always check to see which permissions parents have given for the use of images with respect to different forms of media. See the data protection policy.



8 Early Help Assessment

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 is committed to working 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 Coventry Safeguarding Partnership's 'Right Help, Right Time' framework, available on the CSCP 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/or Annex A of Keeping Children Safe in Education (September 2022)
- 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
- Mental Health
- Online safety

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, truanting and the sharing of consensual or non-consensual nude images or videos⁵. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

9.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise



their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

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;
- 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).
- Verification on the candidate's mental and physical fitness may also be checked.

10.2 A record of all checks completed for members of staff will be recorded 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 and may ask candidates to be registered on the DBS update service.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training which will be refreshed every 2 years.

10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependent on individual circumstance.

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

10.7 All safer recruitment practices at Finham Park School comply with Keeping Children Safe in Education (September 2022). See Part 3 of Keeping Children Safe in Education (September 2021) for further information. See Safer Recruitment policy for further details.

11 Allegations of abuse against staff

11.1 Finham Park School takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency,



volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2022) and the CSCP Guidance, **'Allegations Against Staff and Volunteers'**.

11.2 Allegations or concerns may include;

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

11.3 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.

11.4 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. This includes supply staff, volunteers or contractors and all staff outlined in section 1.5 of this policy.

11.5 Concerns or 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.

11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold for Designated Officer intervention and seek guidance/advice if unsure by emailing lado@coventry.gov.uk. 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door. Or;
- Humiliating pupils.

The details of the LADO can be found on the front of this policy. Immediate referrals can be made via the following link

https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2628/local_authority_designated_officer_lado

11.7 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with *Keeping Children Safe in Education 2022*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.



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

11.9 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.

11.10 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, irrespective of whether they have resigned.

11.11 Supply Teachers and all contracted staff

11.11.1 Although the school does not directly employ supply teachers and contractors, the school will ensure that any concerns or allegations against are referred to the LADO and the relevant agency informed as the employer.

11.11.2 The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

11.11.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.11.4 The school will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regular updating agencies on relevant school policies. Finham Park School will usually take the lead because agencies do not have direct contact with children or staff so will not be able to gather information.

11.12 Governors

11.12.1 If an allegation or concern is about a Governor, Finham Park School will follow local procedures.

11.13 Volunteers

11.13.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity.

11.14 Whistleblowing

11.14.1 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.

11.14.2 Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

11.14.3 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.

11.15 Complaints Procedure

The School operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not



reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection 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 Finham Park School will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, Finham Park School will cover relevant issues in line with government guidance on Relationships Education, Relationships and Sex Education, and Health Education.

12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The Finham Park School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based PSRHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE)

12.4 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
- Sexual Harassment
- 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

12.4 Education at home and remote education

Where students have a serious health condition the Hospital Education Service works closely with the school and supports the child with their learning. The school will contact the service and family to ensure the provision is safe and effective.



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 by virtue of this. 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 who have been 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 and Disabilities or Physical health needs

14.1 As outlined in Keeping Children Safe in Education (2022), Finham Park School is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline 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 or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.³
- Being unable to understand the difference between fact and fiction in online content

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

14.3 Staff will consider 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.

14.4 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

³ Keeping Children Safe in Education, September 2018



intervention strategies should be considered. We will not use any more force than is proportionate and necessary.

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 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/ Alternative Provision

The School will continue to be responsible for the safeguarding of Students placed with an alternative provision provider or work experience and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

16.2 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust



arrangements are in place for timely and effective information sharing of safeguarding information between the school and alternative/external providers.

16.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

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

18.1 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.

18.2 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.

18.3 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.

19. Summary

19.1 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 Volunteers (CSCP)
- Allegations Against Members of Staff
- Anti – Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children Missing in Education 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
- FPMAT Health & Safety Policy
- FPMAT Lone Working with Children Policy
- FPMAT Medication in School & First Aid Policy
- FPMAT Mental Wellbeing Policy
- FPMAT Safer Recruitment Policy
- FPMAT Single Equality Policy
- FPMAT Whistleblowing Policy
- Managing Professional Disagreements (CSCP)
- Management of HS for Young People Policy
- ICT & E-Safety Policy
- Looked After Children Policy
- PSHE Policy
- SEND Policy
- Staff Code of Conduct
- Site Security Policy



Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.4, Finham Park School will act 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 2021, 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, College leader, 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 including through RE, PSHE, ICT, English and Drama.

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)

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 children’s 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 e.g. 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 (A form of so-called 'honour-based' violence)

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.

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.

Forced marriage (A form of so-called 'honour-based' abuse)

'Forced marriage' is where one or both parties do not consent to marriage, but are forced into it through physical or emotional abuse. It differs from arranged marriage, which is part of some cultures, where, crucially, prospective spouses can choose not to go ahead with the arrangement. Forced marriage was made illegal in 2014 under the Anti-Social Behaviour, Crime and Policing Act.

Assisting in preventing forced marriage falls within schools' statutory general duty to safeguard pupils and to promote their welfare. The Keeping Children Safe in Education guidance and Working Together to Safeguard Children provide clarification on a school's obligations. The Forced Marriage Unit has also produced guidance titled "The Right to Choose: Multi-Agency Statutory Guidance for Dealing with Forced Marriage". If there is a concern that a student is being forced into a marriage they must 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 (abuse)

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 C 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.

Referrals to Channel will be made where this is a concern.



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 PHSE 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.

Serious Violence

All staff are aware & alert to indicators that may signal that children are at risk from, or involved with, serious violent crime. Such indicators include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions

All concerns and disclosures must be shared with the safeguarding team following 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.

Sharing of consensual or non-consensual nude images and videos

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 **sharing of consensual or non-consensual nude images and videos** 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 act 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

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 contact 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: Sept 2022

Signed:

JENNY MCLEAN

Chair of Governors

Date: Sept 2022