

KEY SCHOOL CONTACT DETAILS

Designated Safeguarding Lead (DSL): Mark Birkbeck

Deputy Designed Safeguarding Leads (DDSLs):

Designated Teachers for Looked After Children: Mark Birkbeck

Headteacher: Mark Birkbeck (head@courtlands-school.co.uk) Local

Governing Body (LGB): Barry Robinson, LGB to be recruited

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This policy applies to Courtlands Independent Special School. This policy is available on Courtlands website. This policy is ratified annually by the Governing body

1.1 Policy statement

This policy has regard to the following guidance and advice, as amended from time to time (and any supplemental guidance/advice referred to therein):

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)

- Data Protection Act 2018
 - The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
 - Voyeurism (Offences) Act 2019
 - Domestic Abuse Act 2021 Statutory guidance
 - DfE (Department for Education) (2015) 'The Prevent duty'
 - DfE (Department for Education) (2018) 'Working Together to Safeguard Children'
 - DfE (Department for Education) (2018) 'Disqualification under the Childcare Act 2006'
 - DfE (Department for Education) (2023) 'Keeping children safe in education 2023'
 - HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
 - HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
 - Home Office and Foreign, Commonwealth and Development Office (2022) 'Multiagency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage' Non-statutory guidance
 - DfE (Department for Education) (2015) 'What to do if you're worried a child is being abused'
 - DfE (Department for Education) (2017) 'Child sexual exploitation'
 - DfE (Department for Education) (2018) 'Information sharing'
 - DfE (Department for Education) (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
 - DfE (Department for Education) (2021) 'Teachers' Standards'
 - DfE (Department for Education) (2022) 'Recruit teachers from overseas'
 - Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance'
 - KCSiE Keeping children safe in education (2023)
- This policy also takes into account the procedures and practice of West Sussex County Council and the published safeguarding arrangements set out by the West Sussex Safeguarding Children Partnership. [Home - West Sussex Safeguarding Children Partnership - \(westsussexscp.org.uk\)](https://www.westsussexscp.org.uk).

1.2 Intent

Safeguarding and promoting the welfare of children is everyone's responsibility.

Everyone who comes into contact with children and their families has a role to play to identify concerns, share information and take prompt action.

All practitioners must ensure their approach is child centered. This means considering, at all times, what is in the best interests of the child.

Courtlands facilitates a whole school approach to safeguarding and child protection.

2.1 Definitions of Safeguarding and Types and Signs of Abuse

Safeguarding and promoting the welfare of children is defined as:

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

Abuse is a form of maltreatment of a child. Somebody may abuse, exploit, or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, by their peers, or, more rarely, by others (e.g. via the internet).

Technology is a significant component in many safeguarding and well-being issues. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. In many cases abuse will take place concurrently via online channels and in daily life. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse;
- neglect

If a child is subject to harassment, violence or abuse, this may breach their rights as set out in the Human Right's Act.

All staff must be aware of indicators of abuse and neglect.

For types and signs of abuse and neglect, see Appendix 1

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

Staff must always be vigilant and raise any concerns with the DSL or DDSL.

3.1 Roles and responsibilities: All staff

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of Courtlands's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL (Designated Safeguarding Lead) and deputy DSLs (Designated Safeguarding Leads).
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.

- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS (Children's Social Care Services), as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS (Children's Social Care Services) and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL (Designated Safeguarding Lead)
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL (Designated Safeguarding Lead) if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.

3.2 Teachers, including the head teacher, also have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

3.3 The governing board has a duty to:

- Take strategic leadership responsibility for Courtlands's safeguarding arrangements.
- Ensure that Courtlands complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in Courtlands are effective and comply with the law at all times.
- Guarantee that Courtlands contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that Courtlands's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in Courtlands's policies and procedures.

- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE. NB: Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL (Designated Safeguarding Lead) as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs (Designated Safeguarding Leads) to provide support to the DSL (Designated Safeguarding Lead), and ensure that they are trained to the same standard as the DSL (Designated Safeguarding Lead) and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of Courtlands's local safeguarding arrangements, including the governing board itself, the SLT and DSL (Designated Safeguarding Lead).
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.

- Ensure Courtlands has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training. • Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS (Disclosure and Barring Service) and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS (Disclosure and Barring Service) check.

- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

The Headteacher has a duty to:

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

3.4 The DSL (Designated Safeguarding Lead) has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety and filtering and monitoring.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. NB: Individual schools, working with the DSL (Designated Safeguarding Lead), define what “available” means and whether, in exceptional circumstances, availability via phone, video call, or other media is an acceptable substitution for inperson availability.
- Arrange, alongside Courtlands, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases: - To CSCS (Children’s Social Care Services) where abuse and neglect are suspected, and support staff who make referrals to CSCS (Children’s Social Care Services). - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme. - To the DBS (Disclosure and Barring Service) where a person is dismissed or has left due to harm, or risk of harm, to a child. - To the police where a crime may have been committed, in line with the National Police Chiefs’ Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the Headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs (Designated Safeguarding Leads) to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.

- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes: - Ensuring that Courtlands knows which pupils have or had a social worker. - Understanding the academic progress and attainment of these pupils. - Maintaining a culture of high aspirations for these pupils. - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential. - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that will be shared.
- Ensure each member of staff has access to and understands Courtlands's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure Courtlands's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure Courtlands's Child Protection and Safeguarding Policy is available publicly, and parents are aware that Courtlands may make referrals for suspected cases of abuse or neglect, as well as the role Courtlands plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.

Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping. The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

4.1 Concerns about a child: overview

Courtlands has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in accordance with this policy.

Staff will work with social workers and other agencies following any referral.

All staff will be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

If staff suspect or hear an allegation or concern of abuse or neglect from a child or any third party, they must follow the relevant procedure below.

All staff will:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee confidentiality and explain to the child that staff will only share the information with those who need to know to help the child.
- explain next steps and who the information will be passed to.

A victim must never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor will a victim ever be made to feel ashamed for making a report.

All concerns, discussions and decisions (together with reasons) made under these procedures will be recorded in writing.

Staff will use the safeguarding platform CPOMS to record safeguarding concerns. These are then reviewed by a member of the safeguarding team and actions / decision-making recorded. Staff are aware that their initial record will include the place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it.

Where a report includes online elements, staff are reminded not to view or forward any illegal images of a child but note what has been reported. Refer to: [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

Where there is a safeguarding concern, Courtlands will ensure the pupil's wishes and feelings are taken into account wherever possible and will work with them (and their families where appropriate) when determining what action to take and what services to provide.

This is particularly important in the context of harmful sexual behaviours, such as sexual harassment and violence.

Courtlands manages this by ensuring that the pupil's voice is heard throughout the process.

Specialist pastoral and safeguarding staff are skilled at supporting and guiding pupils to be able to have a say in how they wish a situation to be managed while ensuring their safety is paramount. Where a child has a special educational need or communication difficulty, alternative forms of communication will be used at the discretion of the key adult.

4.2 Concerns about a child: Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

Courtlands will ensure relevant staff comply with the relevant data protection principles when processing and sharing personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. As part of this, Courtlands will ensure that members of staff:

- are confident of the processing conditions which allow them to process and share information for safeguarding purposes, including information which is 'special category personal data'.
- understand that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data without consent in certain circumstances.
- do not provide pupils' personal data where the sharing does not comply with data protection law.

Courtlands will comply with all data protection law and have due regard to the 'Information sharing advice for safeguarding practitioners' (2018), and the relevant provisions of KCSIE when sharing such data.

Safeguarding information will often be special category personal data and Courtlands will have due regard to its data protection obligations when sharing such data. Personal information may be shared by Courtlands with a third party (such as the police or local authority) without consent if there is a lawful basis to do so such as where doing so is in order to promote a child's welfare or where their safety may be at risk. This is because the Data Protection Act 2018 includes 'safeguarding children and individuals at risk' as a condition that allows information to be shared without consent in certain circumstances. Any decision to share or withhold information will be recorded including details of who the data has been shared with and reasons for sharing.

When sharing information staff will ensure they comply with school's data protection policies and keep records of disclosures as required by these policies.

For further information about how Courtlands processes pupil personal data, please see the privacy notice on the website.

4.3: Concerns about a child: Staff action

If staff (including governors, agency staff and volunteers) have a concern about child's welfare they will act immediately and will speak with Courtlands's DSL or DDSL and write a report on CPOMS.

If, in exceptional circumstances, the DSL or DDSL is not available, this will not delay appropriate action being taken and staff will consider speaking to a member of the senior leadership team and/or take advice from local children's social care.

In these circumstances, any action taken will be shared with the DSL or DDSL as soon as is practically possible. The DSL will consider the appropriate action to take in accordance with the threshold document published by West Sussex Safeguarding Children Partnership. Options will include:

- managing any support for the child internally via Courtlands's own pastoral support processes;
- making an early help assessment; or
- making a referral for statutory services and / or
- making a referral to the police.

If a child's situation does not appear to be improving, the DSL (or the person that made the referral) will consider following local escalation procedures to ensure their concerns have been addressed and to ensure that the child's situation improves.

Staff will not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

They will be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (such as on a child in need or child protection plan). Staff will challenge any inaction and follow this up with the DSL and children's social care as appropriate.

All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing on CPOMS.

4.4 Concerns about a child: Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any child may benefit from early help but all staff will be particularly alert to the potential need for early help for a child who:

- has a disability or has certain health conditions and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- Is a young carer;

- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- Is frequently missing/goes missing from care or from home; Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited;
- Has a family member (carer/guardian) in prison, or is affected by parental offending;
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- Has returned home to their family from care;
- Is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage; Is a privately fostered child.
- Is persistently absent from education, including persistent absences for part of Courtlands day.

All staff will be aware that behaviours linked to drug taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi nudes images and/or videos can be signs that children are at risk from exploitation.

In the first instance, staff who consider that a pupil may benefit from early help will discuss this with Courtlands's DSL or DDSL.

If early help is appropriate, the DSL will generally lead on liaising with relevant agencies and setting up inter-agency assessment as appropriate.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving or is getting worse.

4.5 Concerns about a child: urgent concerns

If staff (including governors, agency staff and volunteers) believe that a child is suffering, or is likely to suffer from harm, or is in immediate danger it is important that an **immediate** referral to children's social care (and/or the Police if appropriate) is made in accordance with West Sussex County Council referral process. Anyone can make a referral.

If anyone other than the DSL makes a referral, they will inform the DSL as soon as possible that a referral has been made. Children's social care assessments will consider where children are being harmed in contexts outside the home, so it is important to provide as much information as possible as part of the referral process, to enable a contextual approach (see further below re Contextual Safeguarding.)

Courtlands's local safeguarding partners are Sussex and East Surrey Clinical commissioning group, West Sussex County Council and The Chief Constable of Sussex Police.

A full copy of the Local Children's Safeguarding Partnership procedures can be found at <https://www.westsussexscp.org.uk/>

For pupils educated off-site or in alternative provision Courtlands adhere to the West Sussex quality assurance and safeguarding framework for 14-16 alternative off-site programmes – partnership agreement for all learners. A copy of this agreement is available [HERE](#).

4.6 Concerns about a child: Radicalisation

Staff will follow Courtlands's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Prevent and/or children's social care depending on the level of risk.

If staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or 101 and ask for the Police Prevent team.

Staff may also submit a referral form to MASH or call them directly. Advice and support can also be sought from children's social care.

Courtlands, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area.

Risk assessments are discussed with the Head, DSL or DDSL and governors responsible for safeguarding to ensure Courtlands's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

See further below for more information on radicalisation. Further guidance can be found in the Revised Prevent duty guidance: for England and Wales April 2021.

4.6 Concerns about a child: Female Genital Mutilation (FGM)

All staff will speak to the DSL or DDSL **immediately** about any concerns about FGM.

Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18.

All staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect or discover that a pupil may be at risk of FGM.

4.7 Concerns about a child: Child missing from education (CME)

Children who go missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

Courtlands's procedures for unauthorised absence and for dealing with children who go missing from education are outlined in Missing in Education Policy. Courtlands will report to West Sussex County Council PEIO team a pupil who fails to attend school regularly or has been absent from school without Courtlands's permission for a continuous period of 10 school days or more.

Staff will report any concerns to the relevant DSL and to the DDSL. Further detail can also be found at Appendix 1 of this policy.

4.8 Concerns about a child: Elective Home Education

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, Courtlands will try to work together with the local authority and key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Courtlands will inform the local authority of all deletions from the admissions register when a child is taken off roll.

5.1 Child on Child abuse: overview

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

All staff working with children are advised to maintain an attitude of "it could happen here". Staff will recognise that even if there are no reports, it does not mean that child-on-child abuse is not happening, it may be the case that it is just not being reported.

This is most likely to include, but may not be limited to:

- abuse in intimate personal relationships between peers;
- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, jokes and online sexual harassment, or misogynistic messages which may be stand alone or part of a broader pattern of abuse;
- The non-consensual sharing of indecent images*, especially around chat groups, and the sharing of abusive images, nudes, videos and pornography to those who do not want to receive it (see further below).
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Initiation/hazing type violence and rituals (this could include activities involving harassment,
- abuse or humiliation used as a way of initiating a person into a group and may also include an online element);
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Even if there are no reported incidents in school it does not mean it is not happening, it may be the case that it is just not being reported. As such, if staff have **any** concerns regarding child-on-child abuse, they will speak to their designated safeguarding lead (or deputy).

Child-on-child abuse can be associated with factors outside Courtlands and can occur online and face-to-face between two or more children of any age or gender. Courtlands therefore takes a contextual safeguarding approach to managing child-on-child abuse.

Child-on-child abuse is abuse and is never acceptable. Courtlands takes a zero-tolerance approach. It will never be passed off or dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

Courtlands’s approach to sexting is guided by the advice for schools: responding to and managing sexting incidents published by SWGFL and the UK safer internet centre [READ HERE](#).

All incidents are recorded and the response of Courtlands is decided based on guidance above. Outside agencies including police and social care are involved as appropriate or necessary. Staff are also referred to Courtlands’s E-Safety Policy.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff will follow the procedures below rather than Courtlands’s Anti-Bullying and Behaviour policies:

5.2 Child on Child abuse: Concern Procedure

For detailed information on what sexual violence and sexual harassment constitutes, important context to be aware of, related legal responsibilities for schools and colleges, advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment and more detailed advice on responding to reports see the Department for Education’s statutory guidance: Keeping Children Safe in Education (2023), Part 5 – Child-on-child sexual violence and sexual harassment

Key Principles

- It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.
- Abuse that occurs online will not be downplayed and will be treated seriously. All staff will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
- It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them.

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child’s own behaviour might indicate that something is wrong.

If staff have **any** concerns about a child’s welfare, they will act on them immediately rather than wait to be told. All staff are trained to manage a report.

Effective report management involves:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff will only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be **anyone** on Courtlands staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They will be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions will be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report.
- Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff will be conscious of the need to remain engaged with the child and not appear distracted by the note taking.
- only recording the facts as the child presents them. The notes will not reflect the personal opinion of the note taker. Schools will be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS guidance on Sharing nudes and semi-nudes: advice for education settings working with children and young people. CISS follow the UKCIS incidents of this nature a copy of which is available at [T:\08 Safeguarding Guidance\8. Sextingadvice](#)
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

The procedures set out below will be reviewed, at least annually, in light of an assessment of the impact and effectiveness of the policy.

Courtlands treats all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. **Immediate** consideration will therefore be given as to how best to support and protect all children involved/impacted.

In the event of disclosures about child-on-child abuse, all children involved will be treated as being at risk and the safeguarding procedures in accordance with this policy will be followed (see '*Procedures for dealing with concerns about a child*'). This means that if a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they will discuss their concern with the DSL without delay so that a course of action can be agreed.

Courtlands recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

All concerns/allegations of child-on-child abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate).

Courtlands will take into account the views of the child/children affected. Unless it is considered unsafe to do so, the DSL will discuss the proposed action with the child/children and their parents following appropriate liaison with children's social care. Courtlands will manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

All children affected by child-on-child abuse will be supported by their pastoral team / key adult and the safeguarding team.

Support from external agencies will be sought, as appropriate.

"Victims" will be reassured that they are being taken seriously and that they will be supported and kept safe.

Courtlands recognises that children with special educational needs and disabilities can be more prone to child on child group isolation than other children and will consider extra pastoral support for those children additionally through the inclusion team.

A pupil against whom an allegation of abuse has been made may be suspended from Courtlands during the investigation.

Courtlands will take advice from the LCSP on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and alleged perpetrator.

If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, Courtlands will ensure that, subject to the advice of the LCSP, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed.

Confidentiality will be an important consideration for Courtlands and advice will be sought as necessary from the LCSP and/ or the Police as appropriate.

5.3 Harmful Sexual Behaviour: Reporting

Consideration of safeguarding all those children involved in the safeguarding report will be immediate.

Following a report of sexual violence and/or sexual harassment the DSL will therefore consider the appropriate response. This will include:

- The wishes of the victim in terms of how they want to proceed;
- The nature of the alleged incident, including whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children (e.g. is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty);
- If the alleged incident is a one-off or sustained pattern of abuse (NB. sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- That sexual violence and sexual harassment can take place within intimate personal relationships between children;
- Any ongoing risks to the victim, other children, adult pupils, or school/college staff; Importance of understanding intra familial harms and any necessary support for siblings following incidents;
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

When there has been a report of sexual violence, the DSL (or a deputy DSL) will make an immediate risk and needs assessment in respect of each child affected by the abuse.

Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at Courtlands.

The DSL will consider as part of Courtlands response, the context within which such incidents and/or behaviours occur and the importance of anonymity.

Risk assessments will be recorded on CPOMS and kept under review. The DSL will consider the risks posed to all pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport. Any professional risk assessment will inform Courtlands's approach.

The police may be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. A report to the police will generally be made in parallel with a referral to children's social care.

If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons will be explained to the pupil and appropriate specialist support offered. The DSL or DDSL will also work closely with children's social care and other agencies are required to ensure any action taken under this policy does not jeopardise any statutory investigation and to discuss how the alleged perpetrator, staff, parents and others will be informed of the allegations and what information can be disclosed bearing in mind the need to protect those involved and their anonymity.

Regardless of the outcome of any criminal process, including where a child is subject to bail, the DSL will liaise with the police and children's social care to ensure the welfare and safety of all children and update the risk assessment and ensure relevant protections and measures are in place for all children.

Courtlands will consider whether disciplinary action may be appropriate for any child/children involved. Before deciding on appropriate action Courtlands will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the child-on-child abuse and the causes of it.

The DSL will ensure that where children move to another educational institution following an incident of child-on-child abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff.

Courtlands recognises that good record-keeping and monitoring of sexual violence and sexual harassment reports is essential and assists Courtlands in meet its Public Sector Equality Duty.

6.1 Contextual Safeguarding

All staff will be aware that safeguarding incidents and/or behaviours can be associated with factors outside Courtlands or college and/or can occur between children outside of these environments.

All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

7.1 Staff Allegations: Whistleblowing

Where staff have concerns about poor or unsafe practices and potential failures in Courtlands's safeguarding regimes, these will be raised in accordance with Courtlands's whistleblowing procedures which can be found in Courtlands's whistleblowing policy. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with Courtlands, feel that their genuine concerns are not being (or have not been) addressed or are concerned about the way a concern is being handled, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

7.2 Staff Allegations: staff including visiting and contracted staff

Courtlands's procedures for managing concerns/ allegations against staff who are currently working in Courtlands follows Department for Education statutory guidance and local safeguarding partners' arrangements and applies when staff (including supply staff, volunteers and contractors) have (or are alleged to have):

- Behaved in a way that has harmed a pupil or may have harmed a pupil; and/or
- Possibly committed a criminal offence against or related to a pupil; and/or

- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour that may have happened outside school, that might make them unsuitable to work with children “transferable risk”. Advice can be sought from the LADO in assessing transferable risk).

7.3 Staff Allegations - Non-recent allegations

Allegations against an adult that is no longer working/volunteering with children will be referred to the Police. Where it is known that the adult is still working/volunteering with children, all allegations (including historical/non-recent allegations of abuse) will be referred to the Police and also the LADO in the local authority that the adult is working/volunteering.

Where an adult makes an allegation to a school that they were abused as a child, they will be advised to report the allegation to the police. Non-recent allegations made by a child, will be reported to the LADO in line with the local authority’s procedures for dealing with non-recent allegations. Abuse can be reported no matter how long ago it happened.

If an allegation is made against anyone working with children in Courtlands, Courtlands will not undertake their own investigation of allegations without prior consultation with the Local Authority ‘designated officer’ (LADO) or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, Courtlands may discuss informally with the Local Authority ‘designated officer’ on a no-names basis (if local procedures allow).

All allegations will be investigated as a priority to avoid any delay.

7.4 Staff Allegations: when they may meet the harms threshold

All allegations which appear to meet the above reporting criteria are to be reported straight away to the ‘case manager’ who is the Head Teacher.

Where the Head Teacher is absent or is the subject of the allegation or concern, reports will be made to Chair of the LGB and Head of Safeguarding.

Where the Head Teacher is the subject of the allegation or concern, the Head Teacher must not be informed of the allegation prior to contact with Chair of the LGB, Head of Safeguarding and LADO, and if appropriate, children’s social care and the police.

2. Welfare of the child: Where the case manager deems that a child has been harmed, or there to be an immediate risk of harm to a child, or if the situation is an emergency, the DSL (or DDSL) will contact Children’s Social Care and, as appropriate (e.g. if there is evidence of a possible criminal offence), the Police immediately.

3. Investigating and supporting the person subject to the allegation: Before contacting the LADO, schools will conduct basic enquiries in line with local procedures to establish the facts and help determine if there is any foundation to the allegation, being careful not to jeopardise any future police investigation, such as:

- Was the individual in Courtlands at the time of the allegation?
- Could they have come into contact with the child?
- Schools will establish what initial information the LADO will require, and if in doubt check with the LADO before undertaking any initial enquiries, to ensure not to prejudice the position.

4. The case manager will immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. The designated officer will be informed within one working day of all allegations that come to Courtlands's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

5. All discussions will be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed with the Police/LADO. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

6. Suspension: The case manager will give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements will be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO, their HR adviser, *KCSIE (paras 361-368)*, as well as the police and children's social care if relevant when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in Courtlands and shall provide them with their contact details.

7. Support for the member of staff: whilst the welfare of the child is paramount, appropriate welfare support will also be made for the member of staff. Information is confidential, and will not ordinarily be shared with other staff, children or parents not directly involved. See further guidance in *KCSIE*.

8. The case manager will ensure that parents are informed as soon as possible and kept informed

about progress of the case, subject to any advice from children's social care or the Police.

9. Further investigation: where further investigation is required, the LADO and case manager will agree how and by whom the further investigation will be undertaken. (See further information in *KCSIE*).

10. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service (DBS) and/or Teaching Regulation Agency (TRA) will be made, noting the requirements of *KCSIE*. For instance:

a. If: 1) the allegation is substantiated; and 2) the person is dismissed (including by an agency) or Courtlands (or agency) ceases to use their services, or the person resigns or otherwise ceases to provide their services, then the employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

b. The employer has a legal requirement to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults,
- satisfied the harm test in relation to children and/or vulnerable adults; or been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

c. In a case involving serious professional misconduct by a teacher, the case manager must consider whether to make a referral to the TRA. In certain cases, the TRA will consider whether to prohibiting the individual from teaching.

11. Where the initial discussion leads to no further action, the case manager and the LADO will record the decision and justification for it; and agree on what information will be put in writing to the individual concerned and by whom.

12. On conclusion of the case, the case manager will review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to Courtlands's safeguarding procedures or practices to help prevent similar events in the future. This will include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons will also be learnt from the use of suspension when the individual is subsequently reinstated. The designate officer and case manager will consider how future investigations of a similar nature could be carried out without suspending the individual.

13. For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the designated officer) will consider the facts and determine whether any lessons can be learned and if improvements can be made.

14. Settlement: Compromise or settlement agreements will not be used where there are allegations which indicate the person poses a risk of harm or may not be suitable to work with children and will not prevent a police and/or school investigation, or referral to the DBS or TRA where the criteria are met. Failure to do so is a criminal offence. Courtlands will continue its investigation if the person leaves, resigns or ceases to provide their services. Schools will check the relevant provisions of KCSIE.

7.5 Staff Allegations: Information sharing

Staff will be mindful of the guidance set out in KCSIE in relation to sharing information between safeguarding partners during the course of the process of managing allegations against staff.

Courtlands will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

7.6 Staff Allegations : outcomes

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. Substantiated allegations will be included in references, provided that the information is factual and does not include opinions (*KCSIE*). Low level concerns (see below) will not be included in references unless they relate to issues which would normally be included in a reference such as misconduct or poor performance.

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider whether the child and/or person who made the allegation is in need of help or may have been abused by someone else, in which case a referral to children's social care may be appropriate.

If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it in accordance with Courtlands's behaviour policy; or whether the Police will be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

7.7 Staff Allegations: Supply teachers and all contracted staff

Where Courtlands has to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'), they will ensure allegations are dealt with properly. They will liaise with the local authority designated officer (LADO) and notify their employer immediately to determine a suitable outcome and discuss with the agency whether it is appropriate to suspend the supply teacher or redeploy them to another part.

Agencies will be fully involved and cooperate with any enquiries from the LADO, police and/or children's social care. Courtlands will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

When using an agency, Courtlands will inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This will include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

7.8 Staff Allegations: Outside organisations

If Courtlands receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children, this policy will be followed and the LADO informed.

7.9 Staff Allegations: Governors

If an allegation is made against a governor, schools will follow their own local procedures. Where an allegation is substantiated, they will follow the procedures to consider removing them from office.

7.10 Staff Allegations: concerns that do not meet the harm threshold

As part of their whole school approach to safeguarding, Courtlands will ensure that they promote an open and transparent culture in which **all** concerns about all adults working in or on behalf of Courtlands (including supply teachers, volunteers (including governors) and contractors) are dealt with promptly and appropriately.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of Courtlands may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. The LADO will be consulted if the school is unsure as to whether it meets harm threshold.

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

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

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately.

7.11 Staff Allegations: Sharing/reporting a low level concern

Low-level concerns about a member of staff will be reported via CPOMS using a defined category “staff concern”. This will be received by to the designated safeguarding lead (or deputy).

Where a low-level concern is raised about the designated safeguarding lead, it will be shared with the Headteacher.

Staff do not need to be able to determine in each case whether their concern is a low-level concern, or if it is in fact serious enough to consider a referral to the LADO or meets the threshold of an allegation. They will inform the DSL / Headteacher of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern.

The Headteacher will be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in some schools/colleges, the Headteacher may wish to consult with the DSL and take a more collaborative decision-making approach.

Where a low-level concern relates to a person employed by a supply agency or a contractor to work in a school, that concern will be shared with the designated safeguarding lead (or deputy), and recorded in accordance with Courtlands’ low-level concern/staff code of conduct policy, and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

If the staff member sharing the concern does not wish to be named Courtlands will respect this person’s wishes as far as possible. However, there may be circumstances where the staff member will need to be named (for example where it is necessary in order to carry out a fair disciplinary investigation) and, for this reason, anonymity can never be promised to members of staff who share low-level concerns.

If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they will consult with their LADO.

7.12 Staff Allegations: Self-Reporting

Occasionally an adult may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, an adult may, for whatever reason, have behaved in a manner which, on reflection, they consider falls below the standard set out in the Code of Conduct. Self-reporting in these circumstances can be positive for a number

at the earliest opportunity; it demonstrates awareness of the expected behavioural

standards and self-awareness as to the individual's own actions or how they could be perceived; and, crucially, it is an important means of maintaining a culture where everyone aspires to the highest stand

7.13 Staff Allegation: Low level concern response

The Headteacher or DSL / Deputy DSL will:

- speak to the person who raised the concern (unless it has been raised anonymously), regardless of whether a written summary, or completed low-level concerns form has been provided;
- review the information and determine whether the behaviour (i) is entirely consistent with Courtlands's Code of Conduct and the law, (ii) constitutes a low-level concern, (iii) is serious enough to consider a referral to the LADO, or (iv) when considered with any other low-level concerns that have previously been raised about the same individual, will be reclassified as an allegation and referred to the LADO/other relevant external agencies;
- Where the DSL is in any doubt whatsoever, they will seek advice from the LADO;
- speak to the individual about whom the low-level concern has been raised (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted);

Any investigation of low-level concerns will be done discreetly and, on a need-to-know basis.

Advice will be sought from Human Resources and legal services (where necessary) about next steps.

There are a number of potential outcomes including (but not limited to):

- If it is decided that the low-level concern in fact amounts to behaviour which is entirely consistent with the organisation's Code of Conduct and the law it will still be important for the DSL/DDSL/Headteacher to inform the individual in question what was shared about their behaviour, and to give them an opportunity to respond to it; In addition, the DSL/DDSL/Headteacher will speak to the person who shared the low-level concern to provide them with feedback about how and why the behaviour is consistent with the organisation's Code of Conduct and the law.
- Some will not give rise to any ongoing concern and, accordingly, will not require any further action;
- Others may be most appropriately dealt with by means of management guidance and/or training;
- A low-level concern may require a conversation with the individual about whom the concern has been raised. This will include being clear with the individual as to why their behaviour is concerning, problematic or inappropriate, what change is required in their behaviour, enquiring what, if any, support they might need in order to achieve and maintain that, and being clear about the consequences if they fail to reach the required standard or repeat the behaviour in question.
- Ongoing and transparent monitoring of the individual's behaviour may be appropriate. An action plan or risk assessment which is agreed with the individual, and regularly reviewed with them, may also be appropriate;
- Some low-level concerns may also raise issues of misconduct or poor performance;

- Some concerns may trigger the organisation's disciplinary, grievance or whistleblowing procedures, which will be followed where appropriate;
- A referral to the LADO as Courtlands believes the threshold has been met.
- Courtlands will exercise their professional judgement and, if in any doubt, seek advice from other external agencies including the LADO.

The DSL/DDSL and Headteacher will review the central low-level concerns file periodically to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. A record of these reviews will be made.

7.14 Staff Allegations: Recording concerns

All procedures for recording and storing of records will comply with United Learning's Data Protection Policies.

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

The name of the individual sharing the low-level concern, and their role, will be stated, as will the name of the individual about whom the concern is being raised, and their role within the organisation at the time the concern is raised. If the latter individual has an opposing factual view of the incident, this will be fairly recorded alongside the concern. The record will include brief context in which the low-level concern arose, and concise details (which are chronological and as precise and accurate as possible) of any such concern and relevant incident(s). The record will be timed and dated.

There will be appropriate records of:

- all internal conversations – including with the person who initially shared the low-level concern (where this has been possible), the adult about whom the concern has been shared (subject to the above), and any relevant witnesses;
- all external conversations – for example, with the LADO/other external agencies; the rationale for decisions; any action taken.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, Courtlands will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO.

Consideration will also be given to whether there are wider cultural issues within Courtlands that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

Adults about whom a low-level concern has been raised may have rights of access to such records, provided of course that this would not also unreasonably disclose information of children concerned.

Courtlands will retain the record consistent with comply with group data protection policies. The school will retain all records of low-level concerns (including those which are subsequently deemed by the DSL/DDSL/Headteacher to relate to behaviour which is

entirely consistent with the Code of Conduct) on CPOMS with access limited to Headteacher/DSL. Any written copies of reports must be uploaded onto CPOMS and hard copies destroyed (except in exceptional circumstances where evidence is filed by the Headteacher in a secure physical file).

7.15 Staff Allegations: Record Keeping

Courtlands' Staff Code of Conduct can be found on our website. The aim of the code of conduct is to provide clear guidance about behaviour and actions and responses to low level concerns in order not to place pupils or staff at risk of harm or of allegation of harm or of allegation of harm to a pupil.

Some low-level concerns may also involve issues of misconduct or poor performance, or they may trigger the disciplinary, grievance or whistleblowing procedures. Where these issues would ordinarily require records to be made and retained on the staff member's personnel file, this will be done in the normal way, in addition to the records of the low-level concern(s) being retained in a low-level concerns category on CPOMS.

If a low-level concern in and of itself is deemed to be serious enough to consider a referral to the LADO and, perhaps following consultation, a referral is made to them, then records relating to the low-level concern will be printed and retained on the staff member's personnel file.

If a low-level concern (or group of concerns) is reclassified as an allegation, all previous records of low-level concerns relating to the same individual will be moved from the central low-level concerns file to the staff member's personnel file and retained in accordance with Part 4 of KCSIE.

When a staff member leaves and/or takes up new employment, that creates a natural point at which the content of the file may be reviewed to ensure it still has value (either as a safeguarding measure or because of its possible relevance to future claims) and is therefore necessary to keep.

Low-level concerns will not be referred to in references unless they relate to issues which would ordinarily be included in a reference, for example, misconduct or consistent poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in a reference. Where a low-level concern (or group of concerns) has met the threshold for referral to LADO and found to be substantiated, it will be referred to in a reference. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

Courtlands will refer to Part Four, Section Two of KCSIE for further advice and guidance.

8.1 Management of Safeguarding: DSL

Courtlands's DSL is Mark Birkbeck who is a member of the leadership team.

The deputy head is the DDSL and the person to whom reports will be made in the absence of the DSL. This ensures there is the required cover for the role at all times.

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in Courtlands.

The DSL's responsibility is to maintain an overview of safeguarding within Courtlands, to open channels of communication with local statutory agencies, to liaise closely with safeguarding partners (such as children's social care and the police), support staff in carrying out their safeguarding duties children's social care and the police), support staff in carrying out their safeguarding duties and to monitor the effectiveness of Courtlands's policies and procedures in practice. The DSL (and DDSL) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on a response to a safeguarding concern.

The DSL works with the LGB to review and update Courtlands's safeguarding policy. Where a pupil leaves Courtlands, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt. The DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. Courtlands will ensure that key staff, such as the SENCO, are also aware of these arrangements, as required.

The DSL will inform the safeguarding partners of any incident which they think will be considered for a child safeguarding practice review.

The DSL regularly reviews Courtlands's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in their absence, to a member of the senior management team or directly to local children's services.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/or DDSL will always be available (during school hours) for staff in Courtlands to discuss any safeguarding concerns.

For out of hours/out of term activities, Courtlands's arrangements are that a senior member of staff is allocated as on duty throughout all school holidays. The DSL, Deputy DSL and Headteacher monitor emails and CURA outside of school hours and are contactable in emergency situations.

Full details of the DSL's role can be found at Annex C of *KCSIE*.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

8.2 Management of safeguarding: Training

Induction and training (including online safety) are in line with advice from local safeguarding partners.

All new staff will be provided with induction training that includes:

- safeguarding and child protection, including online safety
- the child protection policy, including information about the identity and role of the DSL(s) and DDSL
- the behaviour policy (which will include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- the safeguarding response to children who go missing from education

- the staff code of conduct including Courtlands’s whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- a copy of Part 1 of *KCSIE 2023*
- School leaders and staff who work directly with children will also be required to read Annex B of *KCSIE*
- Induction training takes place on a scheduled programme termly prior to staff starting work at Courtlands. Copies of the above documents are provided to all ‘staff’ during induction. On appointment, all staff will receive and sign the up-to-date versions of the Acceptable Use Declaration. The staff code of conduct can be found in the staff handbook.
- Temporary staff are provided with Guidance/Safeguarding for Supply Teachers and volunteers are provided with the Safeguarding Children and Child Protection Policies and undertake Agency on-line Safeguarding and Child Protection training.

As part of the whole school safeguarding approach, all staff are also required to:

- Read Part One of *KCSIE* and confirm that they have done so via a signed form returned to the Business Manager. Each time Part One of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via input at staff briefings and the staff bulletin.
- Understand key information contained in Part One of *KCSIE*. Courtlands will ensure staff understanding by completion annually of the Hays online safeguarding training programme that incorporates all updates and changes to *KCSiE*.
- Receive training in safeguarding and child protection regularly, in line with advice from the LCSP. Training will include online safety and harmful sexual behaviours including sexual violence and sexual harassment between children. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Courtlands provides these via, for example, emails, the staff meeting and notice board and an annual update session at a whole staff INSET.
- Complete training into internet safety and be familiar with the filtering and monitoring processes in place.

DSL(s) - Designated Safeguarding Lead (s) training and expectations includes:

- The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, supporting SEND children particularly when online, overseeing online safety in school, record keeping and promoting a culture of listening to children, training in the LCSP approach to Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE*.
- In addition to their formal training, the DSL’s knowledge and skills are updated at least annually to

- keep up with any developments relevant to their role.
- The DDSL is trained to the same level as the DSL as are all members of the core Child Protection team.

8.3 Management of Safeguarding: Governors and Trustees

All governors and trustees must receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.

All governors (and proprietors) will be aware of their obligations under the Human Rights Act 1998 and, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

8.4 Management of Safeguarding: Reviewing policies and procedures, oversight

A review of Courtlands's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. This is completed by the Safeguarding team along with the Head Teacher and Governor with responsibility for safeguarding.

Barry Robinson is the Governing board-level lead designated to take a Courtlands' safeguarding arrangements.

Courtlands draws on the expertise of staff, including the DSL(s), in shaping Courtlands' safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, Courtlands will work with the Local Authority designated officer to determine whether there are any improvements to be made to Courtlands' procedures or practice to help prevent similar events in the future.

8.5 Management of Safeguarding: Safer Recruitment

Courtlands is committed to safer recruitment processes and ongoing safer working practices.

Members of the teaching and non-teaching staff at Courtlands including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.

For most appointments, an enhanced DBS check with 'barred list' information will be appropriate.

Under no circumstances will an individual commence work unsupervised in sole charge of, or in unaccompanied contact with, children without a cleared DBS check. In this case, the individual will have a separate Barred List check and Courtlands will undertake a written Risk Assessment exercise in relation to the proposed work. All other safeguarding checks will be completed and the individual will be appropriately supervised. Please refer to Section C and Appendix 5 of the 'Safeguarding Children – HR Procedural Guidance' available on the United Learning Hub for further guidance.

Full details of Courtlands's safer recruitment procedures for checking the suitability of staff is in the Recruitment policy.

8.6 Management of Safeguarding: Teaching children how to keep safe

The local governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum, Relationships and Sex Education and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. It will also include teaching pupils, for example about healthy relationships, consent and that sexual violence and sexual harassment is always wrong.

The Courtlands curriculum and behaviour policy implicitly and explicitly teach students how to keep themselves safe.

Emotion Coaching, as well as access to counsellors and therapeutic professionals, offer children an enhanced education to support them to stay safe.

Courtlands has arrangements for listening to children and providing early help and processes for children to raise concerns about themselves or their peers.

Details of these arrangements:

All pupils are fully aware of the Child Protection and Safeguarding team and this is advertised through posters throughout Courtlands. Pupils know that they can come to any member of the team and their concerns will be taken seriously and addressed. All pupils, also, have access to a dedicated non-teaching Head Teacher who is fully trained to receive and support any safeguarding matters. Pupils can also access Courtlands counsellor, where appropriate, by either staff referral or direct self-referral. All pupils see their tutor, who is their key adult, on a daily basis.

9.1 Technology

Courtlands recognises the additional risks that children with SEND face online and works with the network manager to ensure that additional support and measures are in place to support these children.

Online safety is an integral part of Courtlands's ICT curriculum and embedded in PSHE and Relationships and Sex Education for all pupils and is taught in an age appropriate way relevant to pupils' lives. Pupils will be taught what positive, healthy and respectful on-line relationships look like; the effects of their on-line actions on others; how to recognise and display respectful behaviour on-line; how to use technology safely, responsibly and securely; and where to go for help and support when they have concerns.

Courtlands has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online and works with the computing staff to ensure that additional support and measures are in place to support these children.

Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm.

Further detail of Courtlands's approach to online safety can be found in the E-Safety Policy (available on the website) which also includes detailed policies on e-safety, use of ICT, mobile phones, using images, social media policy, filtering policy, Acceptable Usage of Technology Agreement for Pupils and Staff.

The leadership team and relevant staff must have an awareness and understanding of the filtering and monitoring provisions in place and manage them effectively. Staff who have concerns related to online safety matters will share these with the online safety lead and DSL.

Courtlands will communicate with parents and carers to reinforce the importance of children being safe online and to help them understand what systems schools and colleges use to filter and monitor online use. It will be especially important for Courtlands to make parents and carers aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from Courtlands (if anyone) their child is going to be interacting with online.

9.2 Technology: Use of mobile phones and cameras

Please refer to online safety policy

Staff are not permitted to use their personal mobile or camera devices outside of the staff room. They are not allowed to use the camera on their mobile phone during the school day or when there are students in the school building.

Staff will be provided with a tablet to enable them to take photos for learning and tracking.

Students are not allowed to use their mobile phones during the school day. If they choose to bring them in, they are obligated to lock them in mobile phone lockers until the end of the school day.

10.1 Vulnerable Groups: Special needs, disability and health issues

Every child at Courtlands has a special educational need. Staff will be fully aware of their difficulties and ensure that supportive measures are in place to support communication.

Each child will have a key-adult who has oversight for the child's needs and difficulties. The key adult should be involved (when appropriate) to support the child, DSL or other professionals in supporting the child where there are safeguarding concerns.

Pupils with SEND or certain health conditions can face additional safeguarding challenges. They may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Pupils with SEND are more likely to be abused by their peers. The barriers to recognising abuse and neglect of this group of children can include:

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

Further guidance can be found in the DfE guidance Supporting pupils at school with medical conditions, and where applicable in the SEND Code of Practice.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

10.2 Vulnerable Groups: Looked after children (and previously looked after children)

Looked after children (and previously looked after children) are a particularly vulnerable group.

Courtlands will ensure that prompt action is taken when necessary to safeguard these children and the local governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after (and previously looked after) by a local authority.

Mark Birkbeck is the designated member of staff who has responsibility for their welfare and progress and to ensure that the needs identified in personal education plans are met.

Courtlands ensures that the designated member of staff receives appropriate training in order to carry out their role and has the information they need in relation to any child's looked after status, their care arrangements (including contact arrangements with birth parents and those with parental responsibility) and details of the child's social worker and virtual school head.

The designated member of staff will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care and will work closely with virtual school heads to promote their educational achievement. The DSL will ensure they have details of the local authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting them.

10.4 Vulnerable Groups: Children who need a social worker, Child in Need, Child Protection

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where the local authority has made Courtlands aware a child has a social worker, the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

This information will inform decisions about safeguarding (for example, responding to unauthorized absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

11.1 Other issues: Use of 'reasonable force'

Please refer to Positive Touch and Handling policy.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children.

Courtlands recognises the additional vulnerability when using reasonable force in response to risks presented by incidents involving children with SEND, mental health or with medical conditions. Courtlands will consider its duties under the Equality Act 2010 and their Public Sector Equality Duty.

Where a child has a history of needing positive touch or handling, a Handling Plan will be written prior to admission and reviewed every week in the first instance. This will be written with the child and parent and agreed by all relevant stakeholders (including an Occupational or physical therapist if necessary).

11.2 Other issues: Arrangements for Visiting Speakers

Courtlands has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. Courtlands's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of Courtlands and British values.

Courtlands is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend Courtlands. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session will actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, Courtlands may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on Courtlands site, will be supervised by a school employee. On attending the School, visiting speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. Courtlands shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

11.3 Other issues: Use of school or college premises for non-school/college activities

Where governing bodies or proprietors hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and

service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with Courtlands on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on Courtlands roll. The governing body or proprietor will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

APPENDIX 1 – Details and definitions

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 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Staff are referred to DfE guidance Sexual Violence and Sexual Harassment for further information.

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

child abuse) is a specific safeguarding issue in education and **all** staff will be aware of it and of their school's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 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.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger. Safeguarding issues can also manifest themselves via child-on-child abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child Criminal Exploitation (CCE) and Child Sexual Exploitations are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it will be noted exploitation as well as being physical can be facilitated and/or take place online.

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

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

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

Child Sexual Exploitation (CSE): CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur through the use of technology.

Potential indications of CSE include (but are not limited to):

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation; Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- and Children who regularly miss school or education or do not take part in education.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual; can include both contact (penetrative e.g. rape and oral sex and non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing) and non-contact sexual activity (such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. It can take place in person or via technology, or a combination of both; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media); can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of sexual exploitation:

CSE is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of drugs trafficking. The DSL or DDSL will consider a referral to the National Referral Mechanism as soon as

possible if there are county line concerns, such as a child being a potential victim of modern slavery or human trafficking.

All staff will be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may 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, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

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

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism will be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Please see below for more information:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance - Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf)

So Called ‘Honour Based’ Abuse: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. It can include multiple perpetrators.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM.

If staff have a concern that a pupil may be at risk of HBA or has suffered HBA, they will speak to the DSL (or DDSL). As appropriate they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they will still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they will discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers will follow Courtlands' local safeguarding procedures.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at: <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage> .

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

Preventing Radicalisation: Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk will be a part of a schools' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist

Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff will be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Courtlands's designated safeguarding lead (and any deputies) will be aware of local procedures for making a Prevent referral.

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. To address this:

- Courtlands provides a safe space for all pupils, but has identified and trained staff allies, to provide bespoke support for LGBTQ+ pupils. These staff are easily identifiable with rainbow lanyards and known to pupils.

The tutor programme and PSHCE curriculum teaches pupils the British Values of tolerance, mutual respect, rule of law and individual identity. All subjects commit to ensuring all pupil groups are represented in their curriculum, so that pupils can see themselves reflected in what they learn. Courtlands PSHCE and SRE curriculum meets all statutory requirements. In addition, the whole school values promote the celebration of diversity and inclusion and kindness.

Wellbeing for all pupils is a whole school priority, and pupils who identify as LGBTQ+ participate in all areas of school life, providing positive role models for younger pupils.

Courtlands has a week of Pride activities in tutor time each June.

Children and the court system: Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff will be alert to the

needs of such pupils and report any concerns to the DSL or DDSL in accordance with this policy.

Children with family members in prison: Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff will be alert to the needs of such pupils and report any concerns to the DSL or DDSL in accordance with this policy. Support from relevant charities, professional bodies and social services will be used wherever appropriate and possible.

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

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

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children in need: defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child with a disability. Local authorities are required to provide services to safeguard or promote the welfare of children in need, and they may be assessed under s17 Children Act 1989.

Domestic abuse: Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Homelessness: Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The DSL or DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

Child on child abuse / child on child abuse:

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to):

Sexual violence

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

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

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could be forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual
- remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools will be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of nudes and semi-nudes images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats; and upskirting.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Mental Health: All staff will also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Reference will be made to:

Mental Health and Behaviour in schools DfE guidance (November 2018);

DfE guidance 'promoting and supporting mental health and wellbeing in schools, which details

numerous resources available to schools; and

Public Health England: Promoting children and young people's emotional health and wellbeing a

whole school and college approach

Paragraphs 183-185 of 'Keeping Children Safe in Education' (DfE, 2023)

Modern Slavery and the National Referral Mechanism

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

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber- dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's
- computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interests in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will consider referring to the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crimes such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police and National Cyber Security Centre - NCSC.GOV.UK

A Whole School Culture of Safeguarding

The Public Sector Equality Duty helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and pupil outcomes. Some pupils or pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between education settings, but it is important that schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures.

ADDENDUM 1 - Intra-Familial harms

APPENDIX 2 – MEET THE SAFEGUARDING TEAM

If you have any concerns please contact Courtlands on 01903 444765 and ask for one of the members of the Safeguarding Team.

The Designated Safeguarding Lead is: Mark Birkbeck

The Deputy Designated Safeguarding Lead is:

Other people in the Safeguarding Team are: Barry Robinson

Appendix 3: External Contacts

External Contact details

Local Authority Designated Officer: Mirian Williams and Donna Tomlinson

TEL: 0330 222 6450

EMAIL: LADO@westsussex.gov.uk

Local Authority Children's Social Services

TEL: 01403 229 900

EMAIL: WSChildrenServices@westsussex.gov.uk OUT OF HOURS EMERGENCY

DUTY TEAM TEL: 0330 222 6664

Integrated Front Door (MASH)

TEL: 01403 229 900

EMAIL: WSChildrenServices@westsussex.gov.uk

Police

EMERGENCY: 999

NON EMERGENCY NUMBER: 101 and ask for the prevent team

EMAIL: prevent@sussex.pnn.police.uk

Local Authority Prevent Lead

Beverly.knight@westsussex.gov.uk

TEL: 0330 222 4223 | Mobile 0789 458 9071

EMAIL: beverly.knight@westsussex.gov.uk

Department for Education

NON EMERGENCY NUMBER: 020 7340 7264

EMAIL: counter.extremism@education.gsi.gov.uk

NSPCC

TEL: 0808 800 5000

EMAIL: help@nspcc.org.uk

Disclosure and Barring Service

ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom

TEL: 03000 200 190

EMAIL: customerservices@dbb.gov.uk

Teaching Regulation Agency

TEL: 0207 593 5393

EMAIL: misconduct.teacher@education.gov.uk

OFSTED (Concerns)

TEL: 0300 123 4666

EMAIL: CIE@ofsted.gov.uk

Appendix 4 : Relationship guidelines

COURTLANDS NOTES OF GUIDANCE FOR STAFF-PUPIL RELATIONSHIPS 2023

The relationship between staff and pupil is a professional, caring relationship.

There is a power imbalance in the relationship that teachers must be always aware of and behave accordingly, as the powerful person in the relationship.

A personal relationship between staff and pupil is not appropriate under any circumstances, except where there is an existing relationship prior to the staff / student joining Courtlands. This may include knowing a child through your own children or a friend's child being accepted to Courtlands. Any existing relationship must be disclosed to the Headteacher without delay.

Physical contact can be therapeutic and necessary when used with care. Physical contact should be used within the context of a student's therapeutic or support plan. Physical contact may be used during demonstrations, falls or to support a student who is distressed. This must be done with care and caution.

All staff will be trained in Team Teach. The use of physical touch and restrained as guided in this training must be adhered to at all time.

ADDENDUM 1

Intra-Familial harms: Intra-familial child sexual abuse refers to child sexual abuse (CSA) that occurs within a family environment. Perpetrators may or may not be related to the child. The key consideration is whether the abuser feels like family from the child's point of view. Where research has recorded the gender of perpetrators of intra-familial CSA, the vast majority have been found to be male, although abuse by women does occur. In around a quarter of cases, the perpetrator is under 18. CSA in the family is rarely an isolated occurrence and may go on for many years. Much abuse in the family remains undisclosed. Children may fear their abuser, not want their abuser to get into trouble, feel that the abuse was 'their fault', and feel responsible for what will happen to their family if they tell. Disabled children and some black, Asian, and minority ethnic children face additional barriers. Abuse by a family member may be particularly traumatic because it involves high levels of betrayal, stigma and secrecy. CSA in the family is linked to a range of negative outcomes over the whole of the life course, including poorer physical and mental health, lower income, relationship difficulties, and further violence and abuse. It is important to provide support to the whole family, and particularly to non-abusing parents, following abuse.