

Ormiston Academies Trust

# Cowes Enterprise College, an Ormiston Academy

## Child Protection and Safeguarding policy

### Policy version control

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	<ul style="list-style-type: none"><li>• 5.16 - New section on Mental Health</li><li>• 7.3 - Clarity that where staff need to make a referral and cannot find anyone listed in OAT's procedures/policies, a referral should be made directly to the Local Authority Designated Officer (LADO)</li><li>• 9.7 - Clarity that allegations will be investigated in line with KSCIE part 4 as well as OAT policies</li><li>• 10.12 - Academies to add in contact details/where to find photography and images procedures.</li><li>• 11.3.2 and 11.3.6 - Additional statement that GDPR does not prevent the sharing of safeguarding information and the processes to follow to ensure confidence in decision making for the sharing of safeguarding information</li></ul>
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## 1. Key contacts:

The Designated Safeguarding Lead	<b>Jemma Harding</b>	<b>jharding@cowesec.org</b>
The Deputy Designated Safeguarding Lead	Karen Jupe	<b>kjupe@cowesec.org</b>
The Designated Safeguarding Lead for Looked after Children is:	<b>Jemma Harding</b>	<b>jharding@cowesec.org</b>
The SLT member responsible for child protection and safeguarding is:	<b>Jemma Harding</b>	<b>jharding@cowesec.org</b>
Nominated Safeguarding governor:	<b>Rob Pritchard</b>	

## 2. Introduction and Context

### 2.1. Our responsibilities

Ormiston Academies Trust is committed to safeguarding children and young people and we expect everyone who works in our academy to share this commitment. This policy sets out how Cowes Enterprise College, an Ormiston Academy will deliver these responsibilities.

2.1.1. This policy should be read in conjunction with 'Keeping children safe in education' (September 2020), which is statutory guidance to be read and followed by academies and colleges, and alongside 'Working together to safeguard children' (March 2018), a guide to inter-agency working to safeguard and promote the welfare of children.

2.1.2. These documents are available via the following links:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

2.1.3. Furthermore, we will follow the procedures set out by the Isle of Wight Safeguarding Children Partnership.

### 2.2. Our Principles

2.2.1. We believe that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2.2.2. We recognise the importance of providing an environment within our academy that will help children feel safe and respected.

2.2.3. We recognise the importance of enabling children to talk openly about anything that worries them and to feel confident that they will be listened to.

2.2.4. We ensure that pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum inline with the DfE's 'Teaching online safety in school (June 2019)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)  
and UKCIS 'Education for a connected world' (Feb, 2018)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/759003/Education\\_for\\_a\\_connected\\_world\\_PDF.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education_for_a_connected_world_PDF.PDF)

2.2.5. We will work with parents to build an understanding of the academy's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

2.2.6. Safeguarding arrangements in our academy are underpinned by two key principles:

- safeguarding is everyone's responsibility: all staff, governors and volunteers should play their full part in keeping children safe; and
- a child-centered approach: a clear understanding of the needs and views of children.

## 2.3. Scope

2.3.1. In line with the law, this policy defines a child as anyone under the age of 18 years or any child on roll at this academy.

2.3.2. This policy applies to all members of staff in our academy, including all permanent, temporary and support staff, supply staff, governors, volunteers, contractors and external service or activity providers.

## 2.4. Our Policy

2.4.1. There are 6 main elements to our policy, which are described in the following sections:

- The types of abuse that are covered by the policy
- The signs of abuse that staff and volunteers should look out for
- Roles and responsibilities for safeguarding
- Expectations of staff and volunteers with regard to safeguarding, and the procedures and processes that should be followed, include the support provided to children
- How the academy will ensure that all staff and volunteers are appropriately trained, and checked for their suitability to work within the academy
- How the policy will be managed and have its delivery overseen

2.4.2. Through implementation of this policy we will ensure that our academy provides a safe environment for children to learn and develop.

# 3. Safeguarding Roles and Responsibilities

## 3.1. All staff, volunteers and governors have responsibility for the following:

3.1.1. to provide a safe environment in which children can learn

3.1.2. identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

3.1.3. to take appropriate action, working with other services as needed.

- 3.1.4. to keep themselves updated with the systems within the academy which support safeguarding that were explained to them as part of their induction (including the staff Code of Conduct). This includes knowing the role, and working with, the academy's designated safeguarding lead.
- 3.1.5. to ensure they receive appropriate child protection training which is regularly updated.
- 3.1.6. In addition to working with the designated safeguarding lead, staff members should be aware that they may be asked to support social workers to take decisions about individual children.

### 3.2. All academy staff are responsible for:

- 3.2.1. Knowing who the academy's designated safeguarding lead (DSL) is;
- 3.2.2. Raising any concerns with the designated safeguarding lead. If at any point there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anyone can make this referral.
- 3.2.3. Completing a written safeguarding concern form when making a referral. Staff should be clear that this should be done immediately, always on the same day.
- 3.2.4. Ensuring that their child protection training is up to date.
- 3.2.5. Being alert to the signs of abuse and their need to refer any concerns to the designated staff member;
- 3.2.6. Maintaining an attitude of 'it could happen here'. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- 3.2.7. Knowing the academy's procedures for dealing with children who go missing from education, particularly on repeat occasions, and reporting any such concerns to the designated lead.
- 3.2.8. Listening to, and seeking out, the views, wishes and feelings of children and young people;
- 3.2.9. Sharing information and working together to provide children and young people with the help they need;
- 3.2.10. Referring to the principal any concerns about another member of staff, or if the concerns are about the principal, referring them to the chair of governors
- 3.2.11. Raising concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime through the academy's Whistle Blowing Policy.
- 3.2.12. Being aware of Isle of Wight Council's Safeguarding Procedures, (<http://www.iowscp.org.uk/>) and ensuring these procedures are followed;
- 3.2.13. Seeking early help where a child and family would benefit from coordinated support from more than one agency via the Isle of Wight Council's Multi Agency Safeguarding Hub (MASH).

### 3.3. Governors and academy leadership are responsible for:

- 3.3.1. Ensuring that there is an effective Child Protection and Safeguarding Policy in place together with a Staff Code of Conduct, which are provided to all staff, and ensuring all staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare;





- 3.4.19. Ensuring that there is support available for staff involved in difficult child protection cases/incidents both at the academy and externally through counselling and/or other services.
- 3.4.20. Creating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and in the academy's development;
- 3.4.21. Ensuring through the safeguarding curriculum that students know the process of raising a concern (about themselves or a friend/other), that they know the academy's Designated Safeguarding Lead (and deputy), and are aware of other support mechanisms such as ChildLine etc.
- 3.4.22. Appointing a designated safeguarding lead to promote the educational achievement of children who are Looked After and to ensure that this person has appropriate training.
- 3.4.23. Making this policy available to parents and carers as appropriate;
- 3.4.24. Ensuring that our staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- 3.4.25. Ensuring all staff have regular reviews of their own practice to ensure they improve over time;
- 3.4.26. Ensuring all records are kept up to date and secure and kept separately from the main student file in a locked location.
- 3.4.27. Fulfilling their duties in line with KCSIE 2020 Appendix B

## 4. Safeguarding Processes and Procedures

*The academy will deliver its responsibilities for identifying and acting on early help needs, safeguarding and child protection in line with the policies and procedures identified in the Isle of Wight Safeguarding Children's Partnership policies and procedure guidance, available at: <http://www.iowscp.org.uk/>*

### 4.1. How to report any concerns

- 4.1.1. Clear procedures on reporting any concerns are given to all staff/volunteers in the academy. This is done as part of the staff induction training and staff are given a reminder of this annually in refresher training.
- 4.1.2. All concerns should be reported in writing, using the academy's safeguarding concern form (whether online or paper based). Concern forms should always be completed as soon as possible, on the same day. Staff should never wait until the next day to complete a safeguarding concern form.
- 4.1.3. All child protection and/or safeguarding concerns should be reported to Jemma Harding (Designated Safeguarding Lead) immediately. See Appendix 1 for a flow diagram which explains how all disclosures are dealt with at the academy.
- 4.1.4. The academy takes its responsibility to safeguard young people seriously. Failure to follow these reporting procedures may result in disciplinary action.

### 4.2. Taking Action

- 4.2.1. If at any time it is considered that a child has suffered significant harm or is likely to do so, a referral should be made to the Isle of Wight Council's Emergency Duty Team 0300 300 0901, or



## 4.5. Notifying parents

- 4.5.1. The academy will normally seek to discuss any concerns about a student with their parents. The Designated Safeguarding Lead Jemma Harding will make contact with the parent in the event of a concern, suspicion or disclosure.
- 4.5.2. However, if the academy believes that notifying parents could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought from Children's Social Care.

## 4.6. Referral to Children's Social Care

- 4.6.1. The Designated Safeguarding Lead Jemma Harding will make a referral to Children's Social Care if it is believed that a student is suffering or is at risk of suffering significant harm.
- 4.6.2. Contacts at the Isle of Wight Council's Safeguarding Team are <https://www.iow.gov.uk/Council/OtherServices/Child-Protection/Local-Area-Designated-Officer-LADO-Under>
- 4.6.3. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

## 4.7. Private Fostering

- 4.7.1. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.
- 4.7.2. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.
- 4.7.3. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- 4.7.4. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.
- 4.7.5. We have a mandatory duty to report to the local authority where we are aware or suspect that a child is subject to a private fostering arrangement. Although academies have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy. However, it should be clear to the academy who has parental responsibility.
- 4.7.6. Academy staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The academy itself has a duty to inform the local authority of the private fostering arrangements.
- 4.7.7. On admission to the academy, we will take steps to verify the relationship of the adults to the child who is being registered.

#### 4.7.8. Reporting directly to child protection agencies

4.7.9. Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, police or the NSPCC if:

4.7.10. The situation is an emergency and the Designated Safeguarding Lead Jemma Harding their deputy Karen Jupe the Vice Principal/Principal are all unavailable

4.7.11. They are convinced that a direct report is the only way to ensure the pupil's safety

#### 4.8. Early help

4.8.1. At Cowes Enterprise College, an Ormiston Academy, we also liaise with a wide variety of outside agencies, many of which are able to see students weekly. Examples of the wider agencies we liaise with include; multi-agency team/s, careers services, academy nurse, Child and Adolescent Mental Health Services (CAMHs), Educational Welfare Officer/s (EWO's), our local Police Community Support Officers (PCSO's), the Police and other services. We encourage families, students and parents to work with these partner agencies also. The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families.

#### 4.9. Children who may require early help

4.9.1. Staff and volunteers working within the academy should be alert to the potential need for early help for children. Staff and volunteers should consider following the procedures identified for initiating early help (see Section 5) for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- has returned home to their family from care; and/or
- is showing early signs of abuse and/or neglect.

4.9.2. All initial contacts where staff, governors or volunteers wish to make a request for general advice, information or a service for a child who may be a child with additional or complex needs should be made either by contacting Lisa Pitman, the academy SENDCo or by contacting the local MASH.

The local MASH for the academy is: **Hampshire and IOW MASH 0300 555 1384 or 0300 555 1373**

4.9.3. The Designated Safeguarding Lead Jemma Harding should be advised of any such contacts, and where possible and appropriate, it should also be discussed with the SLT member responsible for child protection and safeguarding Jemma Harding.

## 5. Types of Abuse

### 5.1. Child abuse and types of abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children.

There are four types of child abuse as defined in 'Keeping Children Safe in education' (September 2020) as follows:

### 5.1.1. *Physical abuse*

5.1.2. Physical abuse 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.

5.1.3. Most children will collect cuts, bruises and injuries and these should always be interpreted in the context of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

5.1.4. The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body;
- multiple bruises- in clusters, often on the upper arm, outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge

5.1.5. Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation;
- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- reluctance to get changed, for example in hot weather;
- depression;
- withdrawn behaviour;
- running away from home.

### 5.1.6. *Emotional Abuse*

5.1.7. Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

5.1.8. Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow. However, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

5.1.9. Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour;
- developmental delay in terms of emotional progress.

#### 5.1.10. Sexual Abuse

5.1.11. 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 or 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children (peer-on-peer abuse).

5.1.12. For more guidance on peer on peer harmful sexual behaviour:

- **Sexual violence and sexual harassment between children** (May 2018)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/707653/Sexual\\_Harassment\\_and\\_Sexual\\_Violence\\_Advice.pdf?mc\\_cid=3f7bebf7f4&mc\\_eid=92f2bbb0b5](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707653/Sexual_Harassment_and_Sexual_Violence_Advice.pdf?mc_cid=3f7bebf7f4&mc_eid=92f2bbb0b5)
- **Related - NSPCC Harmful Sexual Behaviour Framework Audit Tool**  
<https://learning.nspcc.org.uk/media/1657/harmful-sexual-behaviour-framework.pdf>

5.1.13. All staff and volunteers should be aware that adults, or other children, who use children to meet their own sexual needs, abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

5.1.14. The physical signs of sexual abuse may include:

- pain or itching in the genital area;
- bruising or bleeding near genital area;
- sexually transmitted disease;
- vaginal discharge or infection;
- stomach pains;
- discomfort when walking or sitting down;
- pregnancy

5.1.15. Changes in behaviour which can also indicate sexual abuse include:



- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn;
- fear of being left with a specific person or group of people;
- having nightmares;
- running away from home;
- sexual knowledge which is beyond their age, or developmental level; sexual drawings or language;
- bedwetting;
- eating problems such as overeating or anorexia;
- self-harm or mutilation, sometimes leading to suicide attempts;
- saying they have secrets they cannot tell anyone about;
- substance or drug abuse;
- suddenly having unexplained sources of money;
- not allowed to have friends (particularly in adolescence);
- acting in a sexually explicit way towards adults.

#### 5.1.16. Neglect

5.1.17. Neglect is 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.

5.1.18. It may include a failure 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 caregivers);
- ensure access to appropriate medical care or treatment;
- neglect of, or unresponsiveness to, a child's basic emotional needs

5.1.19. It can be difficult to recognise neglect. However, its effects can be long term and damaging for children. The physical signs of neglect may include:

- Being constantly dirty or 'smelly';
- constant hunger, sometimes stealing food from other children;
- losing weight, or being constantly underweight;
- inappropriate or dirty clothing.

5.1.20. Neglect may be indicated by changes in behaviour which may include:

- mentioning being left alone or unsupervised;
- not having many friends;
- complaining of being tired all the time;
- not requesting medical assistance and/or failing to attend appointments.

#### 5.1.21. Bullying

5.1.22. Bullying is also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. Refer to the academy's Anti Bullying Policy available for staff on the Intranet and for parents/others by request.

5.1.23. For more information from the DfE on preventing and tackling bullying and cyber bullying please go to:

- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

5.1.24. Other reportable forms of abuse which we are thoroughly committed to raising students' awareness of include:

## 5.2. Child Sexual Exploitation

### 5.2.1. Statutory definition of Child Sexual Exploitation:

*"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."* (Child Sexual Exploitation – Definition and Guide for Practitioners February 2017).

5.2.2. Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. There is always an imbalance of power in the relationship which will often increase as the relationship develops.

5.2.3. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

5.2.4. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse (Keeping Children Safe in Education September 2020).

5.2.5. Further, many children and young people who are victims of sexual exploitation do not recognise themselves as such which can be an additional barrier to disclosure. Staff will receive training and updates on CSE to ensure awareness of and mitigate these additional difficulties to ensure children receiving appropriate intervention and support at the earliest opportunity.

5.2.6. Key indicators of children being sexually exploited may include:

- going missing for periods of time or regularly coming home late;
- regularly missing academy or education or not taking part in education;
- displaying inappropriate sexualised behaviour
- Receiving unexplained gift or gifts from unknown sources
- Associating with other young people involved in exploitation;
- Having multiple phones
- mood swings or changes in emotional wellbeing
- Seen at strange meeting places (hotels or known places of concern)
- Having older boyfriends / girlfriends
- Self-harming / drug or alcohol misuse
- Injuries (physical)
- Normal procedures for reporting any concerns would apply for this too

5.2.7. There are three main types of child sexual exploitation:

5.2.7.1. **Inappropriate relationships** - Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young



person may believe they have a genuine friendship or loving relationship with their abuser.

5.2.7.2. **Boyfriend - Abuser** grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

5.2.7.3. **Organised exploitation and trafficking** - Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

5.2.8. The local response and support for CSE can be found at: <http://www.iowscp.org.uk/child-exploitation3>

5.2.9. For more information on CSE and a guide for practitioners please go to:

- <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

### 5.3. Female Genital Mutilation

5.3.1. Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

5.3.2. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

5.3.3. Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

#### 5.3.4. *Symptoms of FGM:*

5.3.5. Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from academy or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs

- 5.3.6. The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should academy staff physically examine pupils.
- 5.3.7. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such cases with the Designated Safeguarding Lead and children's social care. The duty does not apply in relation to at risk or suspected cases though staff will always refer to the DSL to take the next appropriate steps.
- 5.3.8. For further advice from the Home Office on FGM please go to:
- <https://www.gov.uk/government/collections/female-genital-mutilation>
- 5.3.9. For the multi-agency statutory guidance please go to:
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/800306/6-1914-HO-Multi\\_Agency\\_Statutory\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/6-1914-HO-Multi_Agency_Statutory_Guidance.pdf)
- 5.3.10. The following is a useful summary of the FGM mandatory reporting duty from the Home Office:
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

## 5.4. Forced Marriage

- 5.4.1. A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. A marriage must be entered into with the free and full consent of both parties, there must be a choice.
- 5.4.2. Forced marriage is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.
- 5.4.3. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). In some case people may be taken abroad without knowing that they are to be married. When they arrive in that country, their passport(s)/travel documents may be taken to try to stop them from returning to the UK.
- 5.4.4. An arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter into the marriage or not.
- 5.4.5. Forced marriage is an abuse of human rights, a form of violence against men and women. It is child abuse when it affects children and abuse of vulnerable people when it affects those with disabilities.
- 5.4.6. Where staff or volunteers have any reason to suspect that someone is experiencing pressure or being forced in marriage, they must report this to the DSL through the academy process.
- 5.4.7. For more information on forced marriage go to
- <https://www.gov.uk/government/publications/what-is-a-forced-marriage>

## 5.5. Breast Ironing/Flattening

- 5.5.1. Breast ironing or flattening is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of known cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware.
- 5.5.2. The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. It is seen by the perpetrator as a protective measure for the child.
- 5.5.3. Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.
- 5.5.4. Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.
- 5.5.5. Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1,000 girls at risk. Keeping Children Safe in Education (2020) mentions breast ironing as part of the section on so-called 'Honour Violence'.
- 5.5.6. Staff or volunteers worried about the risk of breast ironing in the academy should refer through the appropriate channels to the Designated Safeguarding Lead as soon as possible who will make a referral to children's services. If staff or volunteers are concerned that the girl is in immediate danger, contact the police by calling 999.
- 5.5.7. The DSL will need to contact the Foreign and Commonwealth Office if the girl has been taken abroad:
  - telephone: 020 7008 1500
  - from overseas: +44 (0)20 7008 1500
- 5.5.8. For more information on breast ironing or flattening go to:
  - <http://nationalfgmcentre.org.uk/breast-flattening/>

## 5.6. Honour-Based Abuse (HBA)

- 5.6.1. So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

- 5.6.2. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency. Where FGM has taken place please refer to section 2.4 of this policy.

## 5.7. Preventing Radicalisation

- 5.7.1. The Counter-Terrorism and Security Act, 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism "the Prevent duty".
- 5.7.2. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised they should discuss this with the Designated Safeguarding Lead.
- 5.7.3. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

### 5.7.4. Channel

- 5.7.5. We understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- Channel guidance is available at: <https://www.gov.uk/government/publications/channel-guidance>
- 5.7.6. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others to radicalise others, especially using the internet.
- 5.7.7. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the academy's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### 5.7.8. Recognising Extremism:

- 5.7.9. Early indicators of radicalisation or extremism may include:
- showing sympathy for extremist causes
  - glorifying violence, especially to other faiths or cultures
  - making remarks or comments about being at extremist events or rallies outside academy
  - evidence of possessing illegal or extremist literature
  - advocating messages similar to illegal organisations or other extremist groups
  - out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
  - secretive behaviour
  - online searches or sharing extremist messages or social profiles
  - intolerance of difference, including faith, culture, gender, race or sexuality
  - graffiti, art work or writing that displays extremist themes
  - attempts to impose extremist views or practices on others
  - verbalising anti-Western or anti-British views
  - advocating violence towards others

5.7.10. For the revised Prevent Duty Guidance please go to:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

5.7.11. For further Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism from the Home Office please go to:

- <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

5.7.12. The Government's 'Educate Against Hate' provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

- <https://educateagainsthate.com/>

## 5.8. Peer on Peer Abuse

- 5.8.1. Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include but is not limited to; bullying (including cyber-bullying), gender-based violence/sexual violence/sexual harassment including sexting, serious violence and so called 'initiation ceremonies'.
- 5.8.2. Staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of these environments.
- 5.8.3. All staff, but especially the designated safeguarding lead (and deputies) should 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.
- 5.8.4. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.
- 5.8.5. We will minimise the risk of peer on peer abuse by ensuring the academy provides a safe environment, promotes positive standards of behaviour and has highly effective systems in place where children can confidently raise concerns and provides safeguarding through the curriculum. This also includes targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others. The academy also implements additional measures in order to reduce the additional risk to students with SEN or a disability or identifying or identified by peers as LGBT.
- 5.8.6. At Cowes Enterprise College, an Ormiston Academy we believe that all children have a right to learn in a safe environment. Children should be free from harm by adults in the academy and other students/pupils.
- 5.8.7. We recognise that some students/pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy's Behaviour Policy.
- 5.8.8. Occasionally, allegations may be made against students/pupils by others in the academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical

abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

#### 5.8.9. *The allegation:*

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil or where there is an imbalance of power within their relationships
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the academy
- indicates that other pupils may have been affected by this student
- indicates that young people outside the academy may be affected by this student

5.8.10. We will support the victims and perpetrators and alleged perpetrators of peer on peer abuse by following the steps outlined in Part 5 KCSIE. Strategies can be found in the following academy policies: Anti-bullying, Behaviour for Learning, Physical contact between students, Sex and Relationships and the Health and Safety.

5.8.11. Where appropriate, we will complete risk assessments in response to allegations in order to establish next steps and how to support the student involved. The risk assessment should address:

- If a relationship has previously existed in any format; is there an imbalance of power within their relationships?
- is the allegation of a serious nature?
- If the allegation includes a criminal offence, has the referral to the police and child service been made?
- Does this allegation raise risk factors for other pupils in the academy?
- Does the allegation indicate that other pupils may have been/could be affected by this pupil?
- Does the allegation indicate that young people outside the academy may be affected by this pupil?
- Does this allegation indicate that the contextual safeguarding within the academy environments should be reviewed?
- What support does this allegation indicate are needed for both the victim and alleged perpetrator of the peer on peer abuse?

## 5.9. Harmful Sexual Behaviour

5.9.1. The departmental advice, when referring to sexual violence refers to sexual offences as described under the Sexual Offences Act 2003. This includes: rape, assault by penetration and sexual assault. The advice sets out that sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. It is likely to violate a child's dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment.

5.9.2. For DfE guidance on sexual violence and sexual harassment between children please go to:

- <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

5.9.3. It covers:

- what sexual violence and harassment is
- schools' and colleges' legal responsibilities
- a whole school or college approach to safeguarding and child protection
- how to respond to reports of sexual violence and sexual harassment



- **For further support on Harmful Sexual Behaviour, use the NSPCC's Framework Audit Tool**  
<https://learning.nspcc.org.uk/media/1657/harmful-sexual-behaviour-framework.pdf>

## 5.10. Child Criminal Exploitation (CCE) and Exploitation of Children and Vulnerable Adults (County Lines and Serious Violence)

- 5.10.1. Both CSE (see 6.11) and CCE 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
- 5.10.2. 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.
- 5.10.3. 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.
- 5.10.4. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.
- 5.10.5. County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.
- 5.10.6. Signs to look out for:
  - Persistently going missing from school or home and / or being found out-of-area;
  - Unexplained acquisition of money, clothes, or mobile phones
  - Excessive receipt of texts / phone calls
  - Relationships with controlling / older individuals or groups
  - Leaving home / care without explanation
  - Suspicion of physical assault / unexplained injuries
  - Parental concerns
  - Carrying weapons
  - Significant decline in school results / performance
  - Gang association or isolation from peers or social networks
  - Self-harm or significant changes in emotional well-being

5.10.7. Where staff have a concern around county lines they should inform their DSL immediately who will follow the local authority safeguarding procedures. Where there is a risk of imminent harm an immediate referral to the police should be made.

5.10.8. The DSL will contact MASH and police if needed.

#### 5.10.9. County Lines:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741194/HOCountyLinesGuidanceSept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf)

#### 5.10.10. Serious violence

- Serious violence indicators include:
  - increased absence from school,
  - a significant decline in performance,
  - changes in friendships or relationships with older individuals or groups,
  - indicators of self-harm or a significant change in well-being or signs of assault or unexplained injuries.
  - unexplained gifts or new possessions could also indicate that children have been approached by or involved with individuals associated with criminal networks or gangs.
- Staff training will include these signs and indicators and a Peer on Peer Abuse Policy which works alongside this policy to offer more detailed guidance on Peer on Peer Abuse in line with the Home Office guidance 'Preventing youth violence and gang involvement' (2013) and 'Criminal exploitation of children and vulnerable adults: county lines guidance (2018)
- Preventing youth violence and gang involvement:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

5.10.11. For more information please go to:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/626770/6\\_3505\\_HO\\_Child\\_exploitation\\_FINAL\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/626770/6_3505_HO_Child_exploitation_FINAL_web_2_.pdf)

### 5.11. Domestic Abuse and young people

5.11.1. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

5.11.2. We understand that domestic abuse does not only affect adults and is not only perpetrated by adults; the changes to the definition of domestic raise awareness that young people in the 16 to 17 age group can also be victims of domestic violence and abuse.

5.11.3. We encourage students to come forward by raising awareness of the issue and teaching the students about health relationships through SRE, the wider curriculum and modelling behaviour in the academy.



#### 5.11.4. Adolescent to Parent Violent Abuse

5.11.5. APVA is a hidden form of domestic violence and abuse that is often not spoken about. By raising awareness around this issue, we can provide better protection to victims and apply an appropriate safeguarding approach.

5.11.6. For more information on APVA go to:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/732573/APVA.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/732573/APVA.pdf)

5.11.7. What to look out for when a child is witnessing domestic abuse:

- The emotional responses of children who witness domestic violence may include fear, guilt, shame, sleep disturbances, sadness, depression, and anger (at both the abuser for the abuse and at the victim for being unable to prevent the abuse).
- Physical responses may include stomach aches and/or headaches, bedwetting, and loss of ability to concentrate. Some children may also experience physical or sexual abuse or neglect. Others may be injured while trying to intervene on behalf of the victim or a sibling.
- The behavioural responses of children who witness domestic violence may include acting out, withdrawal, or anxiousness to please. The children may exhibit signs of anxiety and have a short attention span which may result in poor academic performance and attendance. They may experience developmental delays in speech, motor or cognitive skills. They may also use violence to express themselves displaying increased aggression with peers or family. They can become self-injuring.
- If a child discloses that they have witnessed domestic abuse, or an adult linked to a child in your academy discloses that they are being abused, follow the academy safeguarding procedures and report your concern to the designated safeguarding lead.

5.11.8. For more information on Domestic Abuse go to:

- <https://www.gov.uk/guidance/domestic-violence-and-abuse>

#### 5.12. Sexting

5.12.1. Cowes Enterprise College, an Ormiston Academy will adhere to the guidance issued by the UK Council for Child Internet Safety 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (September 2016).

5.12.2. Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

5.12.3. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

5.12.4. Sexting may also be called:

- trading nudes;
- dirties;
- pic for pic.

### 5.12.5. Why do young people sext?

5.12.6. There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.

- joining in because they think that 'everyone is doing it';
- boosting their self-esteem;
- flirting with others and testing their sexual identity;
- exploring their sexual feelings;
- to get attention and connect with new people on social media;
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent;
- exploitation or blackmail.

### 5.12.7. What are the risks of sexting?

5.12.8. Loss of control of images and how they're shared

5.12.9. It's easy to send a photo or message but the sender has no control about how it's passed on.

5.12.10. When images are stored or shared online they become public. Some people may think that images and videos only last a few seconds on social media and then they're deleted (such as snapchat) but they can still be saved or copied by others.

5.12.11. Images used on social media are also owned in many cases by the media that the child has used, for example anything in the Apple cloud is owned by Apple and anything posted on Facebook is owned by Facebook and will remain within their storage area. These storage areas are open to hacking and frequently are. This means that photos or videos which a young person may have shared privately could still be end up being shared between adults they don't know.

5.12.12. Young people are therefore at risk of:

- **Blackmail**  
An offender may threaten to share the pictures with the child's family and friends unless the child sends money or more images.
- **Unwanted attention**  
Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images and pose an even greater personal risk to the young person.
- **Bullying**  
If images are shared with their peers or in school, the child will be humiliated and may be bullied.
- **Emotional distress**  
Children can feel embarrassed and humiliated. If they're very distressed this could lead to suicide or self-harm.

### 5.12.13. Prevention

5.12.14. All staff will be trained in e-safety (\*see our e-Safety and e-Security policy for more information) and will have a role in preventing young people from sexting. All staff will be available and approachable for students to make disclosures about sexting which will then be referred to the DSL for further investigation. Every child is different, so our approach will be based on their character and our relationship with them.

5.12.15. We will seek to prevent young people sexting through educating them about the laws and potential consequences of sexting. This may be addressed in: \*e-safety sessions during lessons, specialised e-safety sessions PHSE, Flexi-Learning Week and Assemblies.

*5.12.16. We will:*

- Outline our expectations and explain the rules of having a mobile, tablet or smartphone;
- Ask students what they feel is acceptable to send to other people then discuss appropriate images and the dangers of inappropriate images (listed above);
- Make sure students are comfortable saying no, that they know their body is private and being asked to share explicit images is inappropriate and illegal;
- Explain to students about the importance of trust and consent in a healthy relationship (\*see Sex and Relationships policy);
- Tell students that it's not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to show them things that they're unhappy about;
- Tell students what can happen if things go wrong through real life examples such as television programs or news stories as far as possible;
- Ask student about the 'Granny rule' would you want your Granny to see the image you're sharing?
- Talk about whether a person who asks for an image from you might also be asking other people for images;
- Discussion revenge sexting after relationships have broken down or a friend has done something as a joke and lost control of the image etc.
- Let students know that they can speak to us if this ever happens and that disclosures will be treated confidentially and without embarrassment and support will be given. Staff will react calmly and listen to the concerns of the child and explain that they must share the information confidentially with the DSL;
- Provide details of sources of support and coping strategies if the young person finds themselves in an uncomfortable position such as the Zipit App to control the conversation with funny images to prevent further request for pictures or ChildLine if the situation has got out of control.

*5.12.17. When a child has been affected by sexting staff will:*

- Recognise that if the child has been sending explicit images or videos of themselves, the child may feel anxious talking about this
- Recognise that they themselves may feel shocked, upset, angry, confused or disappointed while listening to the child
- Give themselves time to process the information, remembering that the child will be watching their reactions
- Reassure the child that they aren't alone
- Listen and offer support – they're probably upset and need help and advice, not criticism;
- Not shout or make them feel like it's their fault;
- Will not ask questions like "why have you done it" as this may stop them from opening up;
- Discuss the problem and the wider pressures that they may face, to help them to understand what's happened and understand any wider safeguarding concerns;
- Assure the child that they'll do all they can to help and explain that they will seek the support of the DSL;
- Remind them that they can always talk to Childline or another trusted adult if they aren't comfortable talking directly to the staff member.

*5.12.18. If a child has shared an explicit image staff will:*

- Ask them who they initially sent it to, their age, and if they know whether it's been shared with anyone else;
- Ask the social media site to remove the image or ask them to get in touch with Childline. Together, Childline and the Internet Watch Foundation (IWF) will try to get the image removed. Alternatively, you can make a report direct to the Internet Watch Foundation (IWF). Childline is a confidential service, but to make a report on a child's behalf to the IWF they'll need to confirm who the child is and their date of birth. Staff need to provide Childline or IWF with a link to the image. However, after the link is sent staff will not keep a copy of the image for evidence as it's illegal to share or store child abuse images;
- Discuss the situation with the DSL for wider safeguarding concerns and agree who will be contacted and when then contact parents/police/CEOP/ as appropriate to the case;
- Contact the Child Exploitation and Online Protection Centre (CEOP) *if the image was requested by an adult*, as this is grooming which is illegal;
- Contact the DSL at the relevant school *if the image was requested by a school aged student not from this academy*, to raise awareness of potential wider safeguarding issues or circulation of the image in their school;
- Encourage the child to:
  - Delete images from their social media accounts if they've have uploaded the image themselves;
  - If they're sharing an image which somebody else uploaded, consider asking that person to delete it;
  - If the image or video was shared over the web, don't comment on it or share it as this may mean the image is seen more widely.

*5.12.19. If a child has been sent a sexually explicit image:*

- staff should ask them if they know the person who sent it and their age;
- if the image was sent by another young person, staff may want to help the child to speak to the sender in order to stop future messages. If the child agrees, staff can also help them to block the sender on social media;
- staff should look at Net Aware for information and advice about this or contact the O2 and NSPCC online safety helpline on 0800 800 5002;
- if the image was sent by an adult, staff should contact CEOP, the Child Exploitation and Online Protection Centre, as this may be part of the grooming process.

*5.12.20. A young person is breaking the law if they:*

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

5.12.21. However, as of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

5.12.22. Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk. Find out more about legislation on child abuse images.

### 5.13. Upskirting

- 5.13.1. Under the Voyeurism (Offences) Act 2019, upskirting is a criminal offence punishable by up to two years in prison. 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 gender, can be a victim.
- 5.13.2. Victims are often unaware that the abuse has taken place, until the video or picture is drawn to their attention. When this is the case the victim or observer should report their concern through the academy's safeguarding referral system.
- 5.13.3. Any concerns related to upskirting must be reported to the DSL in line with the reporting process outlines within this policy and where appropriate staff will also consult the behaviour policy.

### 5.14. Homelessness

- 5.14.1. Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead is aware of routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.
- 5.14.2. 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.
- 5.14.3. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.
- 5.14.4. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

### 5.15. Children with Special Educational Needs (SEN) and disabilities

- 5.15.1. Children and young people with SEN and disabilities can be more susceptible to safeguarding risks as:
  - Staff may not be able to spot the signs of abuse in children with SEND or assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
  - Pupils with SEND may be prone to peer group isolation and more vulnerable to bullying, coercion and 'grooming' without outwardly showing any signs
  - Pupils with SEND may experience increased feelings of anxiety which prevent them from 'speaking out'

- Some pupils with SEND rely on adults for personal care, and this vulnerability puts them at greater risk of being harmed or abused
- Pupils with SEND are more likely to work alone with a single adult, putting them at greater risk of being harmed or abused
- Pupils with SEND may not be able to recognise that they are being abused

5.15.2. In addition to these increased risk factors, disabled children and young people may have communication difficulties which make it difficult to tell others what is happening to them. Adults, including professionals assessing their needs and caring for them, may concentrate on the child's special needs and overlook signs and symptoms that they are being maltreated.

5.15.3. All staff must therefore be aware of and extra vigilant to the possible indicators of abuse and/or neglect for disabled children and young people. The designated safeguarding lead should liaise regularly with the special educational needs co-ordinator, the behaviour lead and the attendance lead, maintaining a culture of vigilance and being alert to any relevant new information or concerns.

5.15.4. If staff have a concern for a disabled child or young person they must consider:

- The child/young person's communication needs and how they can communicate effectively with them
- What information in relation to the child/young person's disability and special needs staff need to be aware of in order to assess risk of abuse
- What resources staff require in order to undertake an informed assessment of safeguarding risk
- Where child protection issues are considered regarding a child with disabilities, there must be involvement by key professionals who know the child well, including those who have a comprehensive understanding of the child's disability, method of communication, and any associated medical condition.

5.15.5. Schools should consider what specialist advice, guidance and training may be required in order for staff to understand why children with SEND can be more vulnerable to abuse and how to recognise signs of abuse and/or neglect of disabled children and young people.

## 5.16. Mental Health

5.16.1. All staff should 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.

5.16.2. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, 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.

5.16.3. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. We will ensure that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

5.16.4. We will ensure that we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

5.16.5. We seek to embed positive mental health and mental health awareness through our academy to create a culture where pupils can self-identify, signpost peers and seek support themselves. We



undertake staff training and promote mental health awareness through the PHSE schemes and a wide range of additional support mechanisms.

- 5.16.6. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the referral mechanisms listed within this policy and speaking to the designated safeguarding lead or a deputy.

#### *5.16.7. Useful information:*

- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>
- <https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

### 5.17. Online safety

- 5.17.1. Where children are being asked to learn online at home, appropriate steps have been taken by the academy to ensure that children continue to be safeguarded, this should include:

- Reminders to students and staff as to how to report safeguarding concerns
- Signposting for children and parents as to how to stay safe online
- Safeguarding procedures in place to ensure the safety and security of online lessons

#### *5.17.2. Useful resources for further information/signposting:*

- 5.17.3. CEOP's [Thinkuknow](#) give advice for parents, as well as children and young people of different ages, on staying safe online. Thinkuknow have created short videos to help parents understand why children 'sext', how to talk to them about it and what to do if their child is affected.
- 5.17.4. [Internetmatters.org](#) work to help parents keep their children safe online. They provide free advice on online issues affecting children, including sexting and grooming.
- 5.17.5. The [UK Safer Internet Centre](#) gives advice and resources for parents and professionals on online safety. Their website has links to games and quizzes for primary and secondary aged children that encourages them to be safe online.
- 5.17.6. O2 and NSPCC Help Line: 0808 8005002
- 5.17.7. Zipit app: This app provides children with alternative images to send in response to a request for explicit images. [Find out how to download](#)

## 6. Recruitment of staff and volunteers

- 6.1. The academy will ensure that Safer Recruitment practices always follow KCSIE (2020) and will be adhered to by staff.
- 6.2. Every interview panel will have at least one member who has a current certificate in Safer Recruitment. We will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. We will record the answers to safeguarding questions asked during the interview process on staff personnel files. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.
- 6.3. We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our academy.

- 6.4. We will ensure that any alternative provision facility working with the academy provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in their provision.
- 6.5. Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
- 6.6. We will ensure that all staff involved in recruitment are aware of government guidance on safer recruitment and that its recommendations are followed.
- 6.7. The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. The academy will ensure the correct level of DBS certificate is sought and ensure a prohibition check is undertaken.
- 6.8. The types of checks undertaken will be in accordance with the guidance given in the Keeping Children Safe in Education (September 2020) document.
- 6.9. Any offer of appointment made to a successful candidate (including one who has lived or worked abroad) will be conditional on satisfactory completion of the necessary pre-employment checks as required in the guidance given in the Keeping Children Safe in Education (September 2020) document.
- 6.10. Where an enhanced DBS Certificate is required it will be obtained from the candidate before or as soon as is practicable after the person is appointed.
- 6.11. The academy will always ask for written information about previous employment history and check that information is not contradictory or incomplete. References will be sought on all shortlisted candidates, including internal ones, before interview (unless the candidate has expressly denied permission for the employer to approach their referees). Where references have been sought, any issues or concerns they raise can be explored further with the referee and taken up with the candidate at interview.
- 6.12. The academy will keep a single central record in accordance with the regulations given in the Keeping Children Safe in Education (September 2020) document.
- 6.13. Recruitment and/or deployment checks will be undertaken as stated in the Keeping Children safe in Education (September 2020) document.
- 6.14. The academy will carry out all relevant checks if there are concerns about an existing member of staff and refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult.

## 7. Dealing with allegations against existing staff and volunteers who work with children

- 7.1. We will prevent people who pose risks to children from working in our academy by ensuring that all individuals working in any capacity at our academy have been subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education (September 2020).
- 7.2. At Cowes Enterprise College, an Ormiston Academy we recognise the possibility that adults working in the academy may harm children. Any concerns about the conduct of other adults in the academy should be taken to the principal without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the principal should go to the Regional Director who can be contacted by writing to the Chair of Governors c/o Cowes Enterprise College, or emailing the clerk to governors [jwareham@cowesec.org](mailto:jwareham@cowesec.org).



7.3. If for any reason you cannot make a referral through these routes you have a duty to refer directly to the Local Authority Designated Officer (LADO) whom you can contact here:

County Hall, High Street, Newport, Isle of Wight, PO30 1UD. Telephone: 01983 823723, Email lado@iow.gov.uk

7.4. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

7.5. Allegations against staff should be reported to the principal. Allegations against the principal or the Designated Safeguarding Lead should be reported to the Regional Director. Where any member of the academy staff or any volunteer has concerns that a person has caused harm, or poses a future risk of harm to vulnerable groups, including children they must act in accordance with the academy policy: 'Statement of procedures for dealing with allegations of abuse against staff' which can be found in the Policy file in Reception.

7.6. Where a pupil makes an allegation against a staff member, supply teacher or volunteer, the allegation will be taken seriously and acted upon immediately. Parents will be contacted as soon as reasonably possible. The pupil will be offered support and their wishes will be carefully considered before any actions related to said pupil begin.

7.7. Under its duty of care for its employees, the academy will ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. The academy will ensure its obligations for confidentiality when an allegation has been made.

## 8. Managing situations and exit arrangements

8.1. For the following issues:

- Resignation and settlement agreements;
- Record keeping
- References
- Timescales
- Oversight and Monitoring
- Suspension
- Children Missing Education\*
- Information sharing
- Following a criminal investigation or prosecution
- On conclusion of a case
- In respect of malicious or unsubstantiated allegations

8.2. The academy will ensure compliance with the guidance and regulations contained in the appropriate sections of the Keeping Children safe in Education (September 2020) document and Children missing education Statutory guidance for local authorities (September 2019). \*Please refer to the CME policy.

## 9. Training for all staff and students

- 9.1. Every year all staff (including non-teaching and volunteers) must undertake the Child Protection and Safeguarding training. This is recorded and logged. All staff are informed clearly on how to report anything of concern to Jemma Harding immediately. See Appendix 1 for a flow diagram of how concerns are dealt with at the academy.
- 9.2. All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, behaviour policy, staff code of conduct, systems and processes for CME and Keeping Children Safe in Education: Statutory Guidance for Academies and Colleges, Part One and Annex A (September 2020), and other related policies.
- 9.3. The Designated Safeguarding Lead will undergo updated child protection training every two years and in addition to formal training, their knowledge and skills will be refreshed at least annually.
- 9.4. All staff members of the academy will undergo safeguarding and child protection training (whole-academy training) which is regularly updated.
- 9.5. All governors must undergo governor specific online awareness training at least every two years.
- 9.6. Staff members who miss the whole-academy training will be required to undertake other relevant training to make up for it, e.g. by joining another academy's whole-academy training.
- 9.7. We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-academy training if it takes place during their period of work for the academy. Further, any allegations made against these adults will be correctly investigated in line with Part 4 of KCSIE 2020.
- 9.8. The Designated Safeguarding Lead will provide an annual briefing to the academy on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews. (Insert any additional safeguarding training that can be evidenced when required)
- 9.9. The academy will maintain accurate records of staff induction and training.

## 10. Establishing a safe environment in which children can learn and develop

- 10.1. We recognise that because of the day to day contact with students, academy staff are well placed to observe the outward signs of abuse. We therefore establish a safe environment where students feel secure and are encouraged to talk, and are listened to. This can happen during Tutor Time, in Student for Solutions (S4S) meetings, during CPRE lessons or simply with any member of staff.
- 10.2. We are thoroughly committed to teaching all our students about risks and place emphasis on them learning about how to minimise risk. This is done through our CPRE programme and through the academy engaging in national and local initiatives such as; anti-bullying awareness days, e-safety programmes, and other programmes which raise their awareness and increase their understanding.

### 10.3. Anti-bullying

10.4. At this academy we do the following to raise awareness of bullying and what to do about it. Please see our anti-bullying policy on our academy website at [www.cowesec.org](http://www.cowesec.org).

10.5. If any student / member of staff / parent / carer has a concern about bullying, they should report it to the Head of Year, Jemma Harding, or any other member of staff.

### 10.6. E-Safety

10.7. We are thoroughly committed to improving student's e-safety awareness at Cowes Enterprise College, an Ormiston Academy. Our Technology Acceptable Use policy is signed up to by all students and staff.

10.8. If a student, parent/carer or member of staff has a concern relating to e-safety students are encouraged to report it. They can report it directly to Jemma Harding, Vice Principal at the academy.

\*Please refer to the e-Safety & e-Security Policy.

### 10.9. Photography and images

10.10. The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

10.11. To protect students we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the student's first name with an image
- Ensure students are appropriately dressed
- Encourage students to tell us if they are worried about any photographs that are taken of them

10.12. Parents, carers or relatives may only take still or video photographic images of pupils in the academy or on academy-organised activities with the prior consent of the academy and then only in designated areas. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

## 11. Confidentiality and sharing information

11.1. Staff should only discuss concerns with the Designated Safeguarding Lead, principal or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a need-to-know basis.

11.2. All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that anything being released into the public domain does not compromise evidence.

### 11.3. Storage and handling of records

11.3.1. Child protection information will be stored and handled in line with the principles set out in the Data Protection Act 1998 and the GDPR (2018) and the academy's Data Protection Policy (Stored in the academy Policies Folder).

- 11.3.2. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information will not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
- 11.3.3. Paper record of concern forms and other written information will be stored in a locked facility accessed only by the principal and Designated Safeguarding Lead. Any electronic information will be password protected and only made available to relevant individuals. Every effort will be made to prevent unauthorised access. Sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive; these items will also be password protected and kept in locked storage.
- 11.3.4. Child protection information will be stored separately from the student's academy file and the academy file will be 'tagged' to indicate that separate information is held. If such records need to be sent to a new school or academy they will be sent separate from the student's file and under a confidential cover or in an encrypted electronic file.
- 11.3.5. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the principal or Designated Safeguarding Lead. The Data Protection Act does not prevent academy staff from sharing information with relevant agencies, where that information may help to protect a child.
- 11.3.6. We will ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
- 11.3.6.1. being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
  - 11.3.6.2. understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
  - 11.3.6.3. for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR.
- 11.3.7. Further details on information sharing can be found:
- in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
  - at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
  - The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department in Data protection: toolkit for schools - Guidance to support schools with data

protection activity, including compliance with the GDPR. Where in doubt the academy will contact OAT Data Protection Officer.

## 12. Management of the Policy

- 12.1. The academy will at all times adhere fully to the statutory guidance in place from the Department of Education issued under Section 175 of the Education Act 2002, the Education (Independent Academy Standards) Regulations 2014 and the Education (Non-Maintained Special Academies) (England) Regulations 2011, Currently: Keeping children safe in education: Statutory guidance for academies and colleges (September 2020) and the departmental advice: What to do if you are worried a child is being abused – Advice for practitioners (September 2016). Nothing written in this policy overrides the academy's duties under such legislation.
- 12.2. The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis.
- 12.3. The principal will report on safeguarding activity and progress within the academy to the governing body annually.

### 12.4. Feedback on this policy

Staff are encouraged to feedback to Ormiston Academies Trust directly through email at any point in the year [policies@ormistonacademies.co.uk](mailto:policies@ormistonacademies.co.uk) and internally to Cowes Enterprise College, an Ormiston Academy via the Designated Safeguarding Lead, Mrs Jemma Harding, who will then pass on any feedback to OAT HQ.

Signed by:

Chair of Governors:

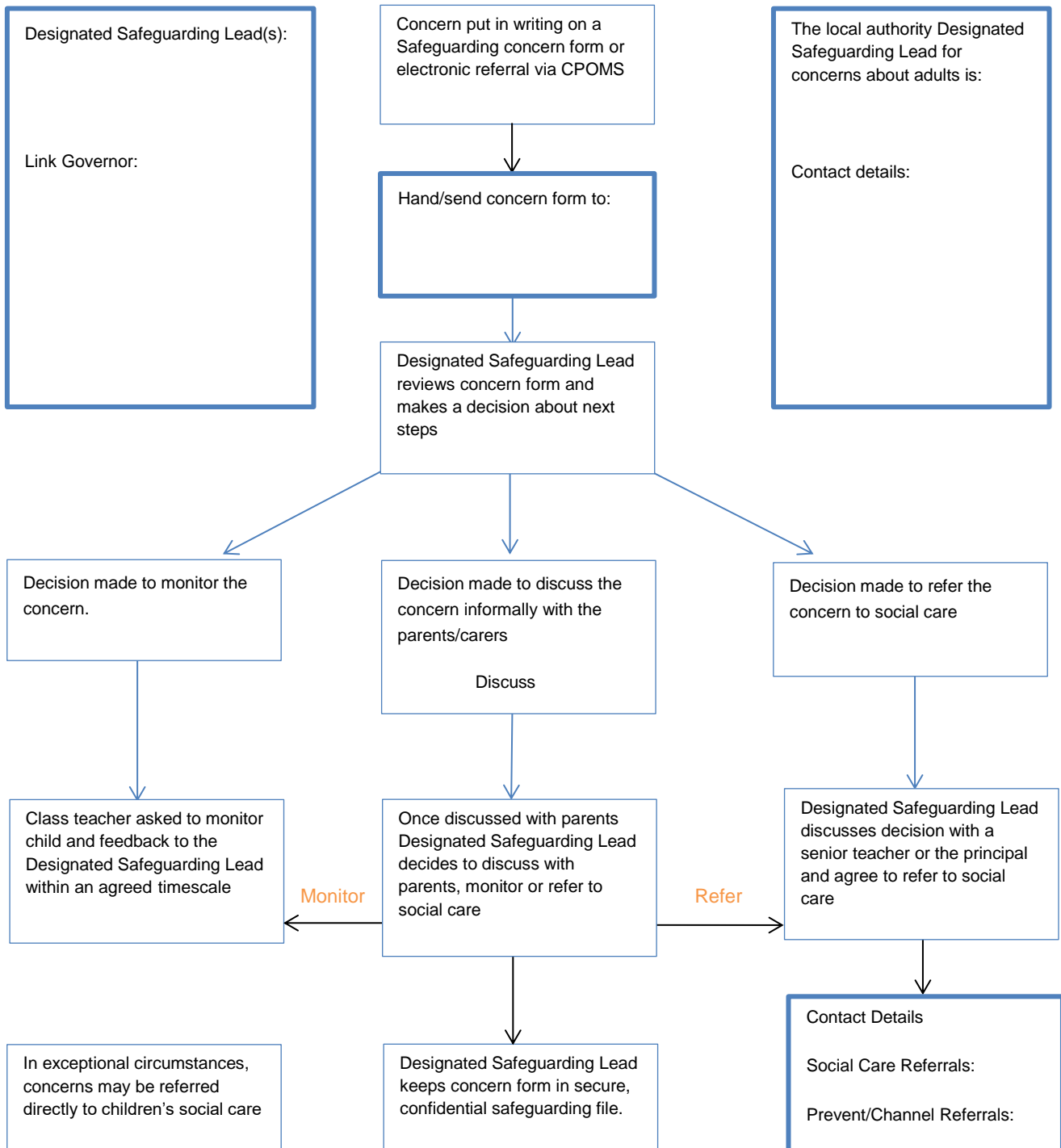
Date:

Principal:

Date:

# Appendix 1

## Raising safeguarding concerns about a child



## Appendix 2. Safeguarding Children

### CONFIDENTIAL INTERNAL REPORT FORM

NAME OF PERSON REPORTING THE INCIDENT:	
LOCATION OF THE REPORT (INCLUDING WHAT ACTIVITY WAS TAKING PLACE):	
DATE OF REPORT:	TIME OF REPORT:

NAME OF STUDENT:

DATE OF BIRTH:

ACCOUNT: This should be in as much detail as possible (continue overleaf), including child's date of birth and how the child behaved (i.e. body language).

Actions Taken			
Date	Person taking action <small>(please do not use initials)</small>	Action	Signature

Would you like feedback about this concern?       Yes       No Date Given

*Please pass this form to the Designated Safeguarding Lead when completed*