Mill Ford School

Motivating For Success

Safeguarding and Child Protection Policy (including Code of Conduct)

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Policy Checklist

Is the policy from a good/outstanding source?	✓
Does the policy reflect the good practice demonstrated in school?	✓
Has the policy been cross referenced with up-to-date guidance?	✓

Amendments:

2025 - Change Autism Spectrum Disorder to Autism in line with KCSIE 2025
2025 – Addition of AI and online safety
2024 – Updated section on radicalisation and extremism
2024 – Addition of vulnerability of pupils who are lesbian, gay, bisexual or gender questioning
2024 – Highlighting that contextual safeguarding includes online
2024 – Addition to domestic abuse to include seeing, hearing or experiencing the effects of such abuse
2024 – Changes to definition of CCE
2024 – Addition of exploitation to abuse and neglect
2024 – Addition that records to include referrals and if a referral hasn't been made and reason why
2024 – Addition of supporting terrorism as well as becoming involved with terrorism
2024 – Addition to those vulnerable to include multiple suspension, risk of or have been permanently excluded, parents or careers in custody, children missing or going missing from education
2024 - Updated definition of sharing nude and semi-nudes to include computer-generated imagery (pseudo-images)
2024 – Updated the legislation used to include Working Together to Safeguard Children 2023.
2023 - Additions and amendments made following review of policy by Anchored Schools September 2023.
2023 – Addition of online safety, filtering and monitoring responsibilities to DSL.
2023 – Further detail regarding training on online safety, filtering and monitoring .
2023 – Addition of changes to the law re conduct to cause a child to marry.
2023 – Addition that candidates will be informed of possible online searches.
2022 – Addition - witnessing ill treatment including domestic abuse is abusive
2022 – Change peer on peer to child on child.
2022 – More information added regarding teaching of safeguarding.
2022 – Addition of completing a risk assessment when child on child happens.
2022 – Addition that relationship abuse can happen in teenage relationships.
2022 – Addition of reference to the Human Rights Act 1998, Equality Act 2010 and Public Sector Equality Duty.
2022 – Addition re: intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment .

2022 – Review of the aims of this policy.
2022 – Addition of supporting parents to understand the importance of online safety.
2022 – Addition of LGBTQ support staff and safe place.
2022 – Review DSL responsibilities.
2022 – Addition of the responsibilities of the governing body and their training.
2022 – Addition of the responsibility of the virtual to include children with a social worker.
2022 – Updated terminology.
2022 – Addition of time scale for passing on information when a child leaves.
2022 – Addition that online searches may be considered as part of safer recruitment.
2022 – Addition about the need to report low level concerns and how to.
2021 – Updated the details regarding the DDSLs and Safeguarding Governors.
2021 – Additions explaining how we will deal with and try to prevent Peer on Peer abuse including sexual abuse and harassment.
2021 – Addition – Pupils with Social Workers.
2021 – Updated the role of the teacher responsible for looked after and previously looked after children.
2021 – Updated definition of sexting to reflect the updated definition provided by UKCIS.
2021 – Addition of Online Challenge and Online hoaxes.
2020 – Site Security – Nominated Senior in Charge added to act in Head Teacher's absence.
2020 – Details for Plymouth Gateway added to appendix A.
2020 – Reference to Keeping Children Safe in Education 2020.
2020 – Review to ensure the inclusion of the importance of children's mental health and well-being.
2020 – Review of indicators of child sexual exploitation.
2020 – Addition of Child Criminal Exploitation.
2020 – Review of wording to describe County Lines.
2020 – Change domestic violence to domestic abuse, including coercive control and honour based violence to honour based abuse.
2020 – Change name of Chair of Governors.
2020 – Harm test added to section on allegations against staff.
2020 – Addition of GDPR to confidentiality section.
2019 - This is a complete re-vamp of this policy following training from Andrew Hall on making a safeguarding policy more accessible, as well as the addition of information on Up Skirting, Online Safety teaching, Serious Violent Crime and a flow chart of what happens when a concern is raised.
2019 - Additions and amendments made following review of policy by Anchored Schools December 2019. Version 1a ratified following this on the 12th December 2019.

1 Policy Statement and Principles

1.1 At Mill Ford School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young person to express to us anything that worries them.

1.2 We will always act in the best interest of the child.

1.3 This policy is one of a series in the school's integrated safeguarding portfolio. This includes policies for E-safety, Health and Safety, Behaviour (including Anti-bullying and guidance on positive-handling), Use of Photographic Images, Code of Conduct and Whistle Blowing.

1.4 The purpose of this policy is to provide staff, volunteers and Governors with the framework they need in order to keep children safe and secure in our school, and to inform parents and carers of how we will safeguard their children whilst they are in our care/charge.

1.5 This policy is available on the school website and is available to staff in classes, the staffroom and on the school server.

1.6 Our core safeguarding principles are:

i. To be vigilant in carrying out our responsibility to safeguard and promote the welfare of children, which is of paramount importance in all we do.
ii. Safer children make more successful learners.
iii. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
iv. All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
v. Pupils and staff involved in child protection issues will receive appropriate support.
vi. All staff will receive safeguarding training, including on online safety, filtering and monitoring, which will be maintained annually.
vii. Pupils will be given education in remaining safe and how to safeguard themselves including their mental health and wellbeing.

1.7 As a school we are aware of growing importance of Contextual Safeguarding including online and therefore we consider the wider environmental factors in a child's life that may be a threat to their safety or welfare including their mental as well as physical health. For pupils at Mill Ford this includes an awareness of those who travel independently, leave the house on their own and where they go. We ensure we discuss with them how to be safe in the community and who to go to if they are concerned when out.

1.8 This policy will be reviewed at least annually unless an incident or new legislation or guidance is published that suggests the need for an interim review.

2 Child Protection Statement

2.1 Mill Ford School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and we will provide a caring, positive, safe and stimulating environment that promotes the social, physical, intellectual, educational and moral development of the individual child. This will be underpinned by a culture of openness where both children and adults feel secure, able to talk and know that they are listened to. We recognise that all staff have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We will ensure that all adults who have contact with children in our school have been properly vetted and deemed suitable to work and support children in our care/charge. We will also ensure that all adults who have contact with children in our school have been trained to undertake their safeguarding responsibilities effectively. We maintain an attitude that 'it could happen here' where safeguarding is concerned. The procedures contained in this policy apply to all staff, volunteers and Governors, and are consistent with those of the Plymouth Safeguarding Partnership (PSP).

3 Policy Aims

1. To provide all staff with the necessary information to enable them to meet their child protection responsibilities and follow Child Protection legislation.
2. To ensure consistent good practice.
3. To demonstrate the school's commitment with regard to child protection to our pupils, parents/carers and other partners.
4. Demonstrate our commitment to protecting children including their mental health.
5. Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
6. Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
7. Acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
8. Acknowledgement of the school's responsibility to play a crucial role in preventative education as much as the pupils individual learning needs allow.

9. As with the main aims of the school we promote equality for children with SEND and therefore we do we can to reduce obstacles that may prevent these vulnerable pupils from being safeguarded.

Note: For an explanation of terminology used in the policy, see Appendix A.

4 What to do if you have concerns about a child/young person

4.1 Roles and responsibilities

4.2 Safeguarding is everyone's concern and all staff have a responsibility to ensure that they:

i. Have read and fully understood this policy.
ii. Know what signs to look out for regarding safeguarding and child protection.
iii. Know what to do if they have any concern about a child/young person or an adult towards a child/young person.
iv. Are ready to challenge and whistle blow if the content and ethos within this policy are not followed.
v. Attend all safeguarding training, updates and read all information regarding safeguarding and child protection.

4.3 To have also read:

vi. Keeping Children Safe in Education (September 2023) [Part One].
vii. School's Code of Conduct.
viii. School's Safeguarding Policy.
ix. Behaviour Policy.

4.2 Key Personnel

4.2.1 The Designated Safeguarding Lead (DSL) is Claire Wills.

4.2.2 Deputy Designated Safeguarding Leads (DDSL) are Simon Payne, Robyn Becker and Celina Cox who is also the designated teacher of looked after and previously looked after children.

4.2.3 The Early Help and Family Liaison Officer is Amy Wilkinson.

4.2.4 Governor Safeguarding Lead is Karen Dark.

4.3 The Designated Safeguarding Lead (DSL)

1. Takes lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.

2. Has the status and authority within the school to carry out the duties of the post, including allocating resources and supporting and directing other staff.

3. Is appropriately trained every 2 years, with regular updates including a good understanding of harmful sexual behaviour and online safety.

4. Has a working knowledge of Plymouth Safeguarding Partnership (PSP) procedures.

5. Is aware of pupils who have a social worker.

6. Makes staff aware of PSP training courses and the latest policies on safeguarding.

7. Keeps detailed written records of all concerns within CPOMS, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file. Records will also include actions taken including if a referral has been made or has not and the reason why.

8. Ensures that a child's details are referred by telephone to Children, Young People and Families Services if there are concerns about his/her welfare, possible abuse or neglect or exploitation. A written record of the referral will be posted/emailed to Children, Young People and Families Services, using the multi-agency referral form, as soon as possible within the school day.

9. Refers cases of suspected abuse to The Gateway or police as appropriate.

10. Ensures that when a pupil leaves the school, their child protection file is passed to the new school / placement (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained within 5 days.

11. Attends and/or contributes to child protection conferences.

12. Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.

13. Coordinates the school's contribution to child protection plans.

14. Develops effective links with relevant statutory and voluntary agencies including the PSP.

15. Ensures that the child protection policy and procedures are reviewed and updated annually.

16. Liaises with the nominated Governors.

17. Makes the child protection policy available publicly on the school's website.

18. Ensures that any pupil currently with a child protection plan, who is absent from school without explanation for two days, is referred to their key worker in Children, Young People and Families Services.

19. Provides reports to Governors which include any changes to the policy and procedures; child protection training undertaken by the Designated Safeguarding Lead, their Deputies and by all other staff and Governors; relevant curricular issues; number and type of incidents/cases; number of children referred to Children, Young People and Families Services; allegations against staff and numbers of children subject to child protection plans (anonymised.)

20. Will discuss the local response to sexual violence and sexual harassment with the police and local authority children's social care colleagues to prepare the school's policies.

21. Will be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support.

22. Will be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

23. Will work in a multi-agency manner and abide by the safeguarding arrangements put in place by the three safeguarding partners.

24. Is the Prevent lead for the school.

4.4 The Deputy Designated Safeguarding Leads

4.4.1 Are trained to the same level as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputies will assume all of the functions above.

4.5 Governing Body

4.5.1 The Governing Body will:

1. Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.

2. Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.

3. Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.

4. Appoint link governor for safeguarding and child protection who will monitor the effectiveness of this policy in conjunction with the full governing body. This is always a different person from the DSL.

5. Make sure:

   x. The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
   xi. Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
   xii. The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns.
   xiii. The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
   xiv. That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional safeguarding challenges. and that children with SEND are 3 times more likely to experience abuse. Additional barriers can exist when recognising abuse, exploitation and neglect in this group.

4.5.2 The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher.

4.5.3 All governors receive training about safeguarding and child protection (including online safety, filtering and monitoring) at induction, which is regularly updated. This is to make sure that they:

xv. Have the knowledge and information needed to perform their functions and understand their responsibilities such as providing strategic challenge.

xvi. Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

4.5.4 As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

4.6 Taking action

4.6.1 Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of 'it could happen here'.

4.6.2 Key points for staff to remember for taking action are:

1. In an emergency take the action necessary to help the child, if necessary call 999.

2. Report your concern as soon as possible to the DSL, definitely by the end of the day, and if they are not available report to the DDSL or ask the office for the DSL's work mobile number and call them with your concerns.

3. Do not start your own investigation.

4. Share information on a need-to-know basis only - do not discuss the issue with colleagues, friends or family.

5. Complete a CPOMS record and if unable to do so let the DSL know as soon as possible.

6. Seek support for yourself if you are distressed through supervision with a safeguarding lead. This will provide opportunity to discuss and address any issues that may have arisen and support the school to improve our overall effectiveness.

4.7 If a pupil discloses to you

4.7.1 It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

4.7.2 If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupil staff will:

1. Allow them to speak freely.
2. Remain calm and not overreact.
3. Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
4. Not be afraid of silences.
5. Under no circumstances ask investigative questions – such as 'how many times has this happened'? Whether it happens to siblings, or what does the pupil's mother think about it?
6. At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why.
7. Not automatically offer any physical touch as comfort.
8. Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong.
9. Tell the pupil what will happen next.
10. Report verbally to the DSL even if the child has promised to do it by themselves.
11. Complete a CPOMS record as soon as possible and if unable to do so let the DSL know as soon as possible.
12. Seek support if you feel distressed.

5 Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Claire Wills	https://millford.cpoms.net/dash 01752 300270
Deputy DSL	Simon Payne Robyn Becker Celina Cox	https://millford.cpoms.net/dash 01752 300270
Local authority designated officer (LADO)	Marie Partridge	LADO@plymouth.gov.uk 01752 306340
Chair of Governors	Jan Georgeson	info@millfordschool.co.uk
Safeguarding Governor	Karen Dark	info@millfordschool.co.uk
Channel helpline		020 7340 7264

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Plymouth Gateway		gateway@plymouth.gov.uk 01752 668000
Devon MASH (Multi-Agency Safeguarding Hub)		https://www.devon.gov.uk/education and families/child-protection/making-a-mash-enquiry
NSPCC Hotline		0808 800 5000

5.1 Enquiry to Gateway

5.1.1 The DSL will make an enquiry to The Gateway if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents/carers will be told that an enquiry is being made, unless to do so would increase the risk to the child. Any member of staff may make a direct enquiry to the Gateway if they genuinely believe independent action is necessary to protect a child. All staff are issued with the number for the Gateway on a business card which can be carried with their school pass.

5.2 Reporting directly to Child Protection Agencies

5.2.1 Staff should 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:

xvii. The situation is an emergency and the Designated Safeguarding Lead, their deputies, the safeguarding Governors and the Chair of Governors are all unavailable.

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

xix. For any other reason they make a judgement that direct referral is in the best interests of the child.

5.3 Notifying parents/carers

5.3.1 The school will normally seek to discuss any concerns about a pupil with their parents/carers. **This must be handled sensitively**. Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents/carers could increase the risk to the child or exacerbate the problem, advice will first be sought from The Gateway and/or the police before parents/carers are contacted.

5.4 Confidentiality and sharing information

5.4.1 All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence. Staff should only discuss concerns with the DSL, DDSL's, safeguarding Governor/s 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. However, following a number of cases where senior leaders in schools had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2023) emphasises that any member of staff can contact children's social care if they are concerned about a child. Child protection information will be stored and handled in line with the Data Protection Act 2018. Information sharing is guided by the following principles. The information is:

xx. Necessary and proportionate
xxi. Relevant
xxii. Adequate
xxiii. Accurate
xxiv. Timely
xxv. Secure

5.4.2 Information sharing decisions will be recorded, whether or not the decision is taken to share.

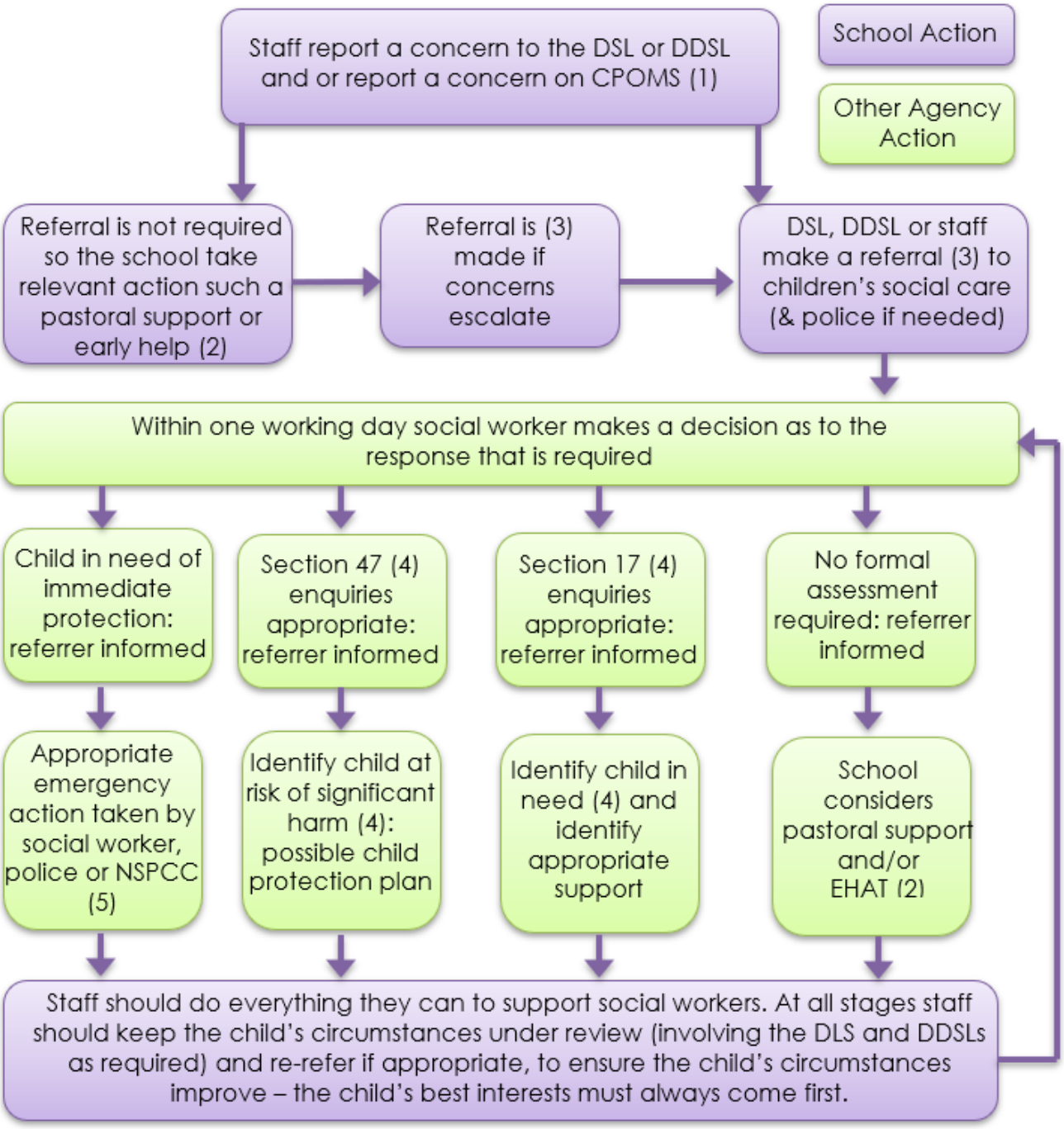
5.4.3 Records of cause for concern will be stored and reported using CPOMS. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

5.4.4 The DSL will normally obtain consent from the pupil and/or parents/carers to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent.

5.4.5 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents/carers do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent/carer to see child protection records, they must refer the request to the DSL.

5.4.6 The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

6 What Happens when you Share a Concern about a Child/Young Person



1. In cases that also involve a concern or an allegation of abuse against a staff member, see relevant sections in this policy and the managing allegations policy.

2. Early help means providing support as soon as a problem emerges in a child's life. Where a child would benefit from coordinated early help an EHAT will be carried out, with inter-agency support (chapter 1 of Working Together to Safeguarding Children).

3. Referrals should follow the process set out in the local threshold document and local protocol for assessment.

4. Under the Children Act 1989, LAs are required to provide services for children in need for the purposes of safeguarding and prompting their welfare. Under section 47 of the Children Act 1989, where the LA has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare (chapter 1 Working Together to Safeguard Children).

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

7 What might lead you to have concerns about a child/young person?

7.1 To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse, exploitation and neglect.

7.2 Abuse, exploitation and neglect are forms of maltreatment. Somebody may abuse or exploit or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

7.3 Abuse may be committed by adult men or women and by other children and young people. Keeping Children Safe in Education (DFE 2023) refers to four categories of abuse. These are set out at Appendix B along with indicators of abuse.

7.4 There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, lively children may become quiet or vice versa, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to calm, talk if they are able, and ask if they are OK or if they can help in any way. Staff should report any concerns using CPOMS and if unable to do so let the DSL know as soon as possible. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL and report on CPOMS.

8 Children who may be particularly vulnerable

8.1 Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children and young people who are:

1. Disabled or have special educational needs.
2. Non-verbal.
3. Those with multiple carer.
4. Young carers.
5. Affected by parental substance misuse, domestic abuse or parental mental health needs.
6. Asylum seekers.
7. Living away from home.
8. Vulnerable to being bullied, or engaging in bullying/mates crimes.
9. Living in temporary accommodation or homeless.
10. Live transient lifestyles.
11. Living in chaotic and unsupportive home situations
12. Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
13. At risk of sexual exploitation.
14. Do not have English as a first language.
15. At risk of female genital mutilation (FGM).
16. At risk of forced marriage.
17. At risk of being drawn into extremism.
18. Children with a social worker.
19. Children who exhibit challenging behaviours and/or mental health difficulties.
20. Children missing in education or frequently missing/goes missing from education, home or care
21. Children returning home to their families from care.
22. Children with parents who are offenders or in custody, or prison.
23. Children who are in the court system.
24. Children at risk of modern slavery/trafficking.
25. Children who have experienced multiple suspensions and at risk of or have been permanently excluded from school

8.2 This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs. Below you will find further information regarding vulnerable groups.

9 Children missing in education

9.1 Attendance, absence and exclusions are closely monitored, including a first day absence call to parents/carers who do not report their child's absence themselves. A child going missing from education is a potential indicator of abuse, exploitation and neglect, including sexual abuse, sexual exploitation or involvement in criminal activity. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority and discussing concerns with the educational welfare office, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. To ensure the school is aware of the reason for any absence parents must provide at least two emergency contact numbers and inform the school if these change. The school will also seek agreement annually, as part of the child's EHCP annual review that emergency details held remain correct. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

10 Pupils who are lesbian, gay, bisexual or gender questioning

10.1 We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL

10.2 When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

10.3 When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

10.4 We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

10.5 Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

11 Sexual exploitation of children

11.1 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.

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

11.3 The school includes the risks of sexual exploitation in the PSHE and RSE curriculum (So Safe). A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns as they would for any other type of abuse. Staff must also consider the intra familial harms when it comes to sexual exploration and abuse, ensuring any necessary support for siblings following a report of sexual violence and / or harassment.

11.4 All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL. These indicators include:

viii. Unhealthy or inappropriate sexual behaviour.
ix. Being frightened of some people, places or situations.
x. Bring secretive.
xi. Sharp changes in mood or character.
xii. Having money or things they can't or won't explain such a mobile phones, clothes etc.
xiii. Physical signs of abuse, like bruises or bleeding in their genital or anal area.
xiv. Alcohol or drug misuse.
xv. Sexually transmitted infections.
xvi. Pregnancy.
xvii. Having an older boyfriend or girlfriend.
xviii. Staying out late or overnight.
xix. Having a new group of friends.
xx. Missing from home or care, or stopping going to school or college.
xxi. Hanging out with older people, other vulnerable people, controlling people or in antisocial groups, gang-association or isolation from peers/social networks.
xxii. Excessive receipt of texts/phone calls, including multiple callers.
xxiii. Frequenting areas known for sex work.
xxiv. Concerning use of internet or other social media.
xxv. Increasing secretive behaviours.

xxvi. Involved in criminal activities like selling drugs or shoplifting.

12 Children with sexually harmful behaviour

12.1 Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bully procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti- bullying procedures such as when there is sexual violence and /or sexual harassment between children.

12.2 Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should report to the DSL via CPOMS and if unable to do so let the DSL know as soon as possible.

13 So-called 'Honour Based' Abuse (including FGM and Forced Marriage)

13.1 So called 'Honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

13.2 FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

13.3 FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. We ensure that staff are aware of these indicators so that they can carry out their mandatory duty to report any cases of FGM

13.4 Indicators FGM might happen include:

xxvii. A girl's family has a history of practising FGM (this is the biggest factor).
xxviii. FGM being known to be practiced in the girl's community or country of origin.
xxix. A parent or family member expressing concern that FGM may be carried out.
xxx. A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.
xxxi. Low level of integration into UK society.
xxxii. A relative or someone known as a 'cutter' visiting from abroad.

xxxiii. A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.
xxxiv. A female relative, like a mother, sister or aunt has undergone FGM.
xxxv. A family arranges a long holiday overseas or visits a family abroad during the summer holidays.
xxxvi. A girl has an unexpected or long absence from school.
xxxvii. A girl struggles to keep up in school.
xxxviii. A girl is withdrawn from PSHE.
xxxix. A girl runs away – or plans to run away - from home.

13.5 Indicators that FGM has happened include:

xl. A pupil confines in a professional that FGM has happened.
xli. A mother/family member discloses that FGM has been carried out.
xlii. A family/pupil already being known to social services in relation to other safeguarding issues.

13.6 A girl:

xliii. Having difficulty walking, standing or sitting.
xliv. Spending longer in the bathroom or toilet.
xlv. Appearing quiet, anxious or depressed.
xlvi. Acting differently after an absence from school or college.
xlvii. Reluctance to go to the doctors or have routine medical examinations.
xlviii. Asking for help, though they might not be explicit about the problem because they are scared or embarrassed.
xlix. Talking about pain or discomfort between their legs.
l. Prolonged or repeated absences from school.

13.7 **Any member of staff** who suspects a pupil is at risk of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM should speak to the DSL and follow local safeguarding procedures.

13.8 A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

13.9 **A forced marriage is not the same as an arranged marriage**. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

13.10 Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to

suspicions or concerns raised by a pupil about being taken abroad and saying they will not be returning to England. As of 2023 it is a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th Birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' too.

14 Radicalisation and Extremism

14.1 **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence

14.2 **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to**:**

i. Negate or destroy the fundamental rights and freedoms of others; or
ii. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
iii. Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

14.3 **Terrorism** is an action that:

i. Endangers or causes serious violence to a person/people;
ii. Causes serious damage to property; or
iii. Seriously interferes or disrupts an electronic system

14.4 The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

14.5 As a school a have a duty to prevent children from becoming involved with or supporting terrorism. The DSL, as the designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They will make sure that staff have access to appropriate training to equip them to identify children at risk.

14.6 We will assess the risk of children in our school from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force. We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home. There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour.

14.7 The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

1. Refusal to engage with, or becoming abusive to, peers who are different from themselves.
2. Becoming susceptible to conspiracy theories and feelings of persecution.
3. Changes in friendship groups and appearance.
4. Rejecting activities they used to enjoy.
5. Converting to a new religion .
6. Isolating themselves from family and friends.
7. Talking as if from a scripted speech.
8. An unwillingness or inability to discuss their views.
9. A sudden disrespectful attitude towards others.
10. Increased levels of anger.
11. Increased secretiveness, especially around internet use.
12. Expressions of sympathy for extremist ideologies and groups, or justification of their actions.
13. Accessing extremist material online, including on Facebook or Twitter.
14. Possessing extremist literature.
15. Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.
16. Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.
17. If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.
18. Staff should always take action if they are worried.
19. Equalities and Racial Tolerance.

14.8 Within the School Prospectus there is a statement regarding "equalities/equal opportunities".

14.9 Racism is tackled in the curriculum. This work ensures that racial tolerance is at the forefront of everything we do.

15 Private Fostering Arrangements

15.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

15.2 Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the Local Authority of the circumstances.

16 County Lines

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

16.2 Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

16.3 Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

16.4 What are the signs:

1. Returning home late, staying out all night or going missing.
2. Being found in areas away from home.
3. Increasing drug use, or being found to have large amounts of drugs on them.
4. Being secretive about who they are talking to and where they are going.
5. Unexplained absences from school, college, training or work.
6. Unexplained money, phone(s), clothes or jewellery.
7. Increasingly disruptive or aggressive behaviour.
8. Using sexual, drug-related or violent language you would not expect them to know.
9. Coming home with injuries or looking particularly dishevelled.
10. Having hotel cards or keys to unknown places.

16.5 Any concerns that a child or young person is being exploited in this way should immediately be shared with the DSL or in their absence, the DDSL who will raise concerns with social care and the policy.

17 Self-harm

17.1 This school is committed to supporting children who self-harm or attempt to self-harm and our full response/commitment is laid out in our Behaviour policy.

17.2 Self-harm is any self-injurious behaviour where the intent is to deliberately cause harm to one's own body or suicidal thoughts or actions. Children may self-harm for many reasons and one reason may be due to having suffered abuse or some form of harm. For many of our children/young people it is often due to a sensory need and we work hard with CAMHS (Children and Adolescent Mental Health Service) and/or an OT (Occupational Therapist) to understand this but we should never rule out the possibility that it could be as a result of harm by another on the child/young person.

18 Serious Violent Crime

18.1 All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime, including:

1. Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
2. Increased absence from school.
3. Change in friendship/relationships with others/groups.
4. Significant decline in performance.
5. Signs of self-harm/significant change in wellbeing.
6. Signs of assault/unexplained injuries.

18.2 If staff have any concerns of this nature they must report them to the DSL or DDSL and record their concerns on CPOMS.

19 Child Criminal Exploitation

19.1 Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

19.2 The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

19.3 Some of the following can be indicators of CCE:

1. Children who appear with unexplained gifts or new possessions.
2. Children who associate with other young people involved in exploitation.
3. Children who suffer from changes in emotional wellbeing.

4. Children who misuse drugs and alcohol.
5. Children who go missing for periods of time or regularly come home late.
6. Children who regularly miss school or education or do not take part in education.

20 Mental Health

20.1 All staff at Mill Ford School are 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. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

20.2 Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy. This is done via CPOMS and a CAMHS referral to the SLD team can also be made.

21 Child on Child Abuse

21.1 Child on child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age. Child on child abuse can manifest itself in many ways and this may include:

1. Sexual violence and harassment.
2. Physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm.
3. Sexting (also known as youth produced sexual imagery) where children share nude or semi-nude images (including pseudo-images which are computer generated images that otherwise appear to be a photograph or image), videos or live streams.
4. Up Skirting which is now a criminalised offence (Voyeurism Act 2019) and refers to the placement of equipment such as a mobile phone or camera beneath a person's clothes in order to take a picture and can be committed against and by men/boys and women/girls alike.
5. Initiation/hazing type violence and rituals.

21.2 Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers but it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ children and young people, and those who are from different communities.

21.3 Child on child abuse in this school will not be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" and the school will take swift action to intervene where it occurs. We have zero tolerance of a culture where child on child or any abuse is accepted as par for the course, where adults do not listen carefully to our children and young people and intervene appropriately and where incidents that arise are responded to ineffectively so that the young person continues to expect and experience abuse

21.4 We will minimise the risk of child-on-child abuse by:

1. Challenging any form of derogatory, humiliating or sexualised language or behaviour, including requesting or sending sexual images.
2. Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
3. Ensuring our curriculum helps to educate pupils about Safeguarding including appropriate behaviour and consent, as well as what sexual harassment and abuse are, helping them to understand that the law on child on child abuse it there to protect them rather than criminalise them.
4. Ensuring pupils know they can talk to staff confidentially using their preferred communication method to a trusted adult, including having named LGBTQ support staff and a safe place for LGBTQ pupils to go if they are concerned.
5. Ensuring staff are trained to understand that a child harming another child could be a sign that the child doing the harming is being abused themselves, and that this would fall under the scope of this policy.

21.5 If a pupil makes an allegation of abuse against another pupil that is of a safeguarding nature (including intentional violence, puts a child at risk, forced use of drugs or alcohol, involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos):

1. You must record the allegation and tell the DSL, but do not investigate it.
2. The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
3. The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
4. The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
5. A risk assessment will be completed including time and location to help minimise the risk of it happening again.

22 Online Safety and the Use of Mobile Technology

22.1 We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

22.2 To address this, our school aims to:

i. Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors.
ii. Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
iii. Set clear guidelines for the use of mobile phones for the whole school community.
iv. Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

22.3 The 4 key categories of risk

22.3.1 Our approach to online safety is based on addressing the following categories of risk:

i. **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
ii. **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
iii. **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
iv. **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

22.4 To meet our aims and address the risks above, we will:

1. Educate pupils about online safety as part of our curriculum. For example:

i. The safe use of social media, the internet and technology.
ii. Keeping personal information private.
iii. How to recognise unacceptable behaviour online.

iv. How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim.

2. Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
3. Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
4. Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

    i. Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.
    ii. Staff will not take pictures or recordings of pupils on their personal phones or cameras.

5. Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
6. Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones .
7. Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.
8. Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
9. Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
10. Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
11. Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

22.5 This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy which can be found on our website.

23 Artificial intelligence (AI)

23.1 Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

23.2 Mill Ford School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

23.3 We will treat any use of AI to access harmful content or bully pupils in line with this policy, our behaviour policy and Online safety policy

23.4 Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education. Please also see our AI protocol.

24 Online Filtering and Monitoring

24.1 The school use Smoothwall to filter and provide monitoring reports. Reports are sent to the DSL daily and it is their responsibility to act on any breaches, attempted breaches or concerns, following school policy. There is a whole school risk assessment in place regarding online safety in school.

25 Sexting/Sharing Indecent Images

25.1 Your responsibilities when responding to an incident.

25.1.1 If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately. You must not:

iii. View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
iv. Delete the imagery or ask the pupil to delete it.
v. Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
vi. Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
vii. Say or do anything to blame or shame any young people involved.

25.2 Initial review meeting.

25.2.1 Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

i. Whether there is an immediate risk to pupil(s).
ii. If a referral needs to be made to the police and/or children's social care.
iii. If it is necessary to view the image(s) in order to safeguard the child/young person (in most cases, images, including pseudo computer generated images or videos should not be viewed.)
iv. What further information is required to decide on the best response.
v. Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown.)
vi. Whether immediate action should be taken to delete or remove images from devices or online services.
vii. Any relevant facts about the pupil(s) involved which would influence a risk assessment.
viii. If there is a need to contact another school, college, setting or individual.
ix. Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

25.2.2 The DSL will make an immediate referral to the police and/or children's social care if:

i. The incident involves an adult.
ii. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
iii. What the DSL knows about the images or video suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
iv. The imagery involves sexual acts and any pupil in the images or videos is under 13.
v. The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).

25.2.3 If none of the above apply then the DSL, in consultation with the DDSL's and other members of staff as appropriate, may decide to respond to the

incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

25.3 Further review by the DSL.

25.3.1 If at the initial review stage a decision has been made not to refer to the police and/or children's social care, the DSL will conduct a further review.

25.3.2 They will hold interviews with the pupil(s) involved (if appropriate) to establish the facts and assess the risks.

25.3.3 If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

25.4 Informing parents.

24.4.1 The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

25.5 Referring to the police.

24.5.1 If it is necessary to refer an incident to the police, this will be done by the DSL or one of the DDSL's.

25.6 Recording incidents.

24.6.1 All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements (use of CPOMS) set out earlier in this policy also apply to recording incidents of sexting.

26 Harmful Online Challenges and Hoaxes

26.1 An online challenge is where a group or person challenges others, via the internet/social media to do something and often to upload a video of themselves doing said challenge. An online hoax is a deliberate lie designed to seem truthful and is published online / via social media and it can be regarding an online challenge.

26.2 To prevent harm from online challenges we will teach children and young people the dangers of such activities. We will give them a place to openly discuss concerns and ask questions about online experiences without feeling foolish or blamed. Pupils will be made aware of who to go to if they have a concern and posters of the

safeguarding leads will be displayed in each classroom. We will also train staff to spot the signs of such dangers and ensure the school has robust filters. We also monitor pupils online activity careful within school and support parents in understanding the dangers and risk online.

26.3 Should there be a known trend regarding an online challenge or hoax we will consider if the challenge or scary story is a hoax. We will also take action on a case-by-case assessment, which will establish the scale and nature of the risk, including if it is internal, local or national. The DSL will check the factual basis of any harmful challenge or online hoax with reliable and trustworthy sources such as the LA, local police or NSPCC. We will ensure any action is supportive and helpful.

26.4. If a child or young person raises concerns about a harmful online challenge or online hoax we will consider the best way to speak to the individual and if appropriate class. We will focus on what good online behaviour looks like and what to do if you are concerned about something online. The DSL will do factual checking so they can dispel any myths.

27 Anti-bullying

27.1 While bullying between children is not a separate category of abuse, exploitation and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures, which can be accessed. Please refer to the School Behaviour policy.

28 Pupils with a Social Worker

28.1 Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

28.2 The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

28.3 Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

a) Responding to unauthorised absence or missing education where there are known safeguarding risks.
b) The provision of pastoral and/or academic support.

29 Looked After and Previously Looked After Children

29.1 The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status. Contact arrangements with birth parents or those with parental responsibility, and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for children in care (Celina Cox) and the DSL have details of the child's social worker and the name and contact details of the Local Authority's virtual head for children in care.

29.2 Celina Cox, as the designated teacher, who is responsible for promoting the educational achievement of looked after and previously looked after children in line with statutory guidance.

29.3 The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

29.4 As part of their role, the designated teacher will:

i. Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
ii. Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans. As well as children with a social worker.

30 Modern Slavery

30.1 Modern slavery exists in many forms in the UK, including trafficking into criminal activities like cannabis farming, sexual exploitation, domestic slavery or forced labour on farms, in construction, shops, bars, nail bars, car washes or manufacturing. This is an increased risk for family and children, especially given the cost-of-living crisis.

31 Parental Offending and Parents in Prison

31.1 This is an increased risk to a child due to associated links the family may have to criminals and the danger of such people being around children. This includes, but not only, the risk of child criminal exploitation, trafficking and county lines. The same is true of children and young people in the court system.

32 Homelessness

32.1 Children and families who are homeless are also at increased risk of child criminal exploitation, trafficking and county lines, as well as emotional abuse and of witnessing domestic abuse due to the additional pressure on the family.

33 Staff Support and Concerns

33.1 Good practice guidelines and staff code of conduct.

33.1.1 Good practice includes:

1. Treating all pupils with respect.
2. Setting a good example by conducting ourselves appropriately.
3. Involving pupils in decisions that affect them.
4. Encouraging positive, respectful and safe behaviour among pupils.
5. Being a good listener.
6. Being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation.
7. Recognising that challenging behaviour may be an indicator of abuse.
8. Reading and understanding the School's Child Protection policy, behaviour policy and guidance documents on wider safeguarding issues.
9. Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse, including those who have already experienced adversity and trauma.
10. Referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or The Gateway.
11. Undertaking yearly Safeguarding training.

33.1.2 See Appendix C for our Safeguarding Code of Conduct.

34 Staff Training

34.1 It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

34.2 New staff and Governors will receive a briefing during their induction, which includes the school's Child Protection policy and behaviour policy, staff code of conduct, reporting and recording arrangements, safeguarding response to children missing from education, online safety (filtering and monitoring), role of the DSL and details for the DSL. All staff, including the DSL and Governors will receive training that is regularly updated (at least annually). All staff will also receive safeguarding and child protection updates via email, staff briefing notes, website access and staff meetings throughout the year.

35 Safer Recruitment

35.1 Our school complies with the requirements of Keeping Children Safe in Education (DFE 2023) and the PSP by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The School's Staff Recruitment policy and procedures set out the process in full and can be supplied on request.

35.2 At least one member of each recruitment panel will have attended safer recruitment training.

35.3 All staff undergo DBS checks and where appropriate overseas checks.

35.4 All staff are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school, as outlined in the Childcare Act 2006.

35.5 The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

35.6 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

35.7 The school maintains a single central record of recruitment checks undertaken.

35.8 When recruiting new staff the school may consider doing online searches but candidates will be informed of this – please see Safer Recruitment Policy.

36 Volunteers including Governors

36.1 Volunteers, including Governors, at the school undergo the same safeguarding checks, safer recruitment procedures and training as all paid staff members.

37 Contractors

37.1 The school checks the identity of all contractors working onsite and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the School day.

38 Whistleblowing if you have concerns about a colleague

38.1 Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

38.2 All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher, as at Mill Ford they are also the DSL. This includes low level concerns, which can be quickly dealt with, often needing additional training, so they do not escalate. Low level concerns can be humiliation of pupils including shouting at them and can arise in a variety of ways including suspicion, compliant or disclosure from the person themselves. Complaints about the Head Teacher should be reported to the Chair of Governors. No concerns should be shared with anyone else as this will impact negatively on staff relationship and, should there be poor or abusive practice, it could impact on any investigation. If you hear about someone being concerned about another's practice you must also share this information with the headteacher (or if it involves the headteacher, the safeguarding Governors) and not with any other colleagues.

38.3 Staff may also report their concerns directly to children's social care (Gateway 01752 668000), NSPCC Hotline 0808 800 5000 or the police if they believe direct reporting is necessary to secure action.

39 Allegations Against Staff

39.1 Keeping Children Safe in Education' (DFE, 2023) (part 4) will be followed when it is alleged that anyone working in the school has:

1. Behaved in a way that has harmed a child, or may have harmed a child.
2. Possibly committed a criminal offence against or related to a child.
3. Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
4. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

39.2 This is in keeping with the School's Allegations of Abuse against Staff and Volunteers policy and procedures and includes teachers, teaching assistant, supply staff, volunteers, contractors and any other staff working in the school.

39.3 Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

40 Abuse of Position of Trust

40.1 All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of school staff and a pupil under 18 may be a criminal offence. When staff are supporting students in hydro, swimming lessons or PE, which requires them to change for the activity, it is essential that staff use a designated changing area away from the students. The school's Staff Induction Handbook and Protocol sets out our expectations of staff.

41 Staff/Pupil Online Relationships

41.1 The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff must not be in contact with any pupil via social media and any contact with pupils using technology must be via their and the pupil's school email account. If a pupil attempts to contact a staff member in any way other than their school email account the staff member must inform the DSL. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. (The school's E-safety policy, including social media, is available on the school's website).

42 Operation Encompass

42.1 We are signed up to operation encompass which means we are informed if the police visit a family home when the children are present. We are told about such incidents as soon as possible to ensure we can offer the right level or support, care and understanding to a child who may be confused and/or concerned.

43 Other Safeguarding Issues

43.1 Site Security

43.1.1 Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site, this is the case on both sites. Parents/carers who are simply delivering or collecting their children do not need to sign in, unless they are entering the main school building, but will be required to sign their child in or out as appropriate. All visitors are expected to observe the school's Safeguarding and health and safety regulations. The Headteacher, or nominated Senior in Charge in the Headteacher's absence, will exercise professional judgement in determining whether any visitor should be escorted or supervised while on either site.

43.2 Extended school and off-site arrangements

43.2.1 All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on either of our sites, on behalf of our school, we will check that they have appropriate procedures in place, including safer recruitment procedures.

43.2.2 When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

43.2.3 Extended school activities such as holiday clubs will always have someone trained to DSL level on site.

43.3 Work Experience

43.3.1 The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education

(2023). The DSL in each school is responsible for students visiting from other settings on work experience.

43.4 Homestays

42.4.1 At Mill Ford School we do not do homestays and at present have no intention of introducing them, but should we ever any parent/carer hosting a child will have to be subject to an enhanced DBS and a barred check list.

43.5 First Aid

43.5.1 In the school, we have a qualified nurse on the main site and all staff are trained in basic first aid at work, as well as two paediatric first aid trained staff.

43.5.2 When a child is unwell, or has suffered an accident in school, or on the school grounds, the following steps are followed:

Step 1: A trained first aider is immediately called to provide assistance and advice, on the main site this will be the school nurse.

Step 2: The incident/accident is logged in the incident/accident register.

Step 3: The parent/carers is notified of the incident/accident as soon as necessary.

Step 4: The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so. (Any incident not involving the LA's Health and Safety Team/Safety Executive will be investigated to ensure prevention of a similar occurrence in the future.)

43.6 Photographing and Videoing of Children in School

43.6.1 At Mill Ford School we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy regarding "taking photographs and video images of children" and a copy of the document is available on request.

43.6.2 Taking photographs and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains, in detail, the school's requirement to obtain parental/carer permission (where necessary) while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

43.6.3 Where a child or young person's cognitive ability allows, we also teach them the dangers of sharing images online or any information online and what to do if they have any concerns about someone's online behaviour or images that have been shared with them. As well as supporting parents in understanding the dangers and risk online. This teaching is done in line with Government guidance on the 'Teaching of Online Safety in School' https://www.gov.uk/government/publications/teaching-online-safety-in-schools
and Education for a Connected World (UKCIS, 2018)
https://www.gov.uk/government/publications/education-for-a-connected-world

43.6.4 If we discover any image has been shared or any concerning online behaviour we will inform the platform concerned, police and Local Authority as required. We never share images depicting any kind of abuse involving children with anyone but the police. We also encourage other people to report it if anything concerning is being shared publicly. This includes the illegal act of Up Skirting.

43.7 Intimate Care

43.7.1 At Mill Ford, as well as safeguarding children, we also protect their dignity when carrying out personal care. Personal care is carried out by staff who are safer recruited and are known to the child as their private helper. This helps pupils understand that not everyone can carry out personal care. Please see our Intimate Care Policy, Sex and Relationships Policy and information regarding SoSafe.

43.8 Partnership working with parents/carers

43.8.1 This school shares a purpose with parents/carers to educate, keep children safe from harm and promote their welfare, including online.

43.8.2 We are committed to working with parents/carers positively, openly and honestly.

43.8.3 We ensure that all parents/carers are treated with respect, dignity and courtesy.

43.8.4 We respect parents'/carers rights to privacy and confidentiality and will not share sensitive/personal information unless we have permission to do so or it is necessary to protect a child from harm or potential harm.

43.8.5 Mill Ford School will share with parents/carers any concerns we may have about their child unless to do so may place a child at risk of harm.

43.8.6 We encourage parents/carers to discuss any concerns they may have with the school.

43.8.7 We make parents/carers aware of our Child Protection and Safeguarding Policy and parents are aware that they can view the policy on our school website.

43.9 Teaching children how to keep safe

43.9.1 At Mill Ford we use SoSafe to teach our children how to be safe. The SoSafe program uses a standardised framework of concepts, symbols and visual lesson materials to teach the type and degree of communicative and physical intimacy appropriate with different groups of people in an individual's life. The program also teaches strategies for moving into intimate relationships in a safe and measured manner.

43.9.2 Alongside SoSafe in every class, there are photos of the safeguarding team, including governors so children can see who to go to if they do not feel safe.

43.9.3 When children are able to understand they are also taught about preventative education and keeping safe in modern Britain. This starts at a basic level with SoSafe but can also include sexism, misogyny / misandry, homophobia, biphobia and sexual harassment including cohesion. See detail on our PSHE curriculum and Relationship and Sex Education policy.

44 Safeguarding Legislation and Guidance used in writing this policy

Section 175 of the Education Act 2002
The Safeguarding Vulnerable Groups Act 2006
The School Staffing (England) Regulations 2009
The Teacher Standards 2012
Working Together to Safeguard Children 2023
Serious Crime Act 2015
Children Safe in Education 2019
What to do if you're worried a child is being abused 2015
Guidance for Safer Working Practice 2022
The Children Act 1989
The Children Act 2004
Keeping Children Safe in Education 2023
'South West Child Protection Procedures' Website (www.swcpp.org.uk).
Female Genital Mutilation Act 2003 and statutory guidance on FGM
The Re-habitation of Offenders Act 1974
Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Childcare Act 2006
Statutory Guidance on The Prevent Duty
General Data Protection Regulation 2016/679
Data protection Act 2018
Human Rights Act 1998
Equality Act 2010
Public Sector Equality Duty
Statutory Framework for EYFS 2021
Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018)
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017, updated 2021)
Sexting in schools and colleges, responding to incidents, and safeguarding young people (UKCCIS, 2016)
Sharing nudes and semi-nudes: advice for education settings working with children and young people December 2020.

45 Relating Safeguarding Portfolio Policies

The following policies MUST be read in conjunction with this policy:

- Behaviour (including guidance on positive-handling and Anti-Bullying).
- Attendance.
- Health and Safety.
- Use of Photographic images.
- Online safety and Acceptable Use.
- Intimate Care.
- Equality Information and Objectives.
- Educational Visits.
- Staff Code of Conduct.
- Whistle Blowing.
- Staff Recruitment.
- Grievance and Disciplinary.
- AI Protocol
- Visitor Protocol.
- EYFS.
- RSHE.

As well as reading these policies all staff and volunteers must also read Part 1 of Keeping Children Safe in Education 2023.

Appendix A – Terminology

Plymouth Gateway - If you're worried about a child or young person or think they're being abused, even if you're unsure, call 01752 668000 or email gateway@plymouth.gov.uk or outside of normal working hours call Plymouth Out of Hours Service on 01752 346984.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes including computer generated images (also known as sexting or youth produced sexual imagery including pseudo-images) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

Staff refers to all those working for or on behalf of the school, full time or part-time, temporary or permanent, in either a paid or voluntary capacity. This also includes parents/carers and Governors.

DSL refers to the designated safeguarding lead at the school.

DDSL refers to the deputy designated safeguarding leads at the school.

Child includes everyone under the age of 19.

Parent refers to birth parents and other adults who are in a parenting role, for example step- parents, foster carers, guardians and adoptive parents.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these types of abuse are contained within Appendix B to this policy document.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

EHAT Early Help Assessment Tool.

CPOMS Child Protection Online Management System.

Appendix B – Four Categories of Abuse

1. Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

2. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, causing severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another or being witness to domestic abuse (seeing, hearing or experiencing the effects), including coercive control. Emotional abuse 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, although it may occur alone. Emotional abuse can happen within teenage relationships, and this must be kept in mind when being alert to signs of abuse.

3. Domestic abuse:

Exposure to domestic abuse, coercive control and/or violence can have a serious, long lasting emotional and psychological impact on children. Children who witness the mistreatment of others, including domestic abuse, are victims too due to the psychological impact on them. Domestic abuse can happen within teenage relationships, and this must be kept in mind when being alert to signs of abuse. The impact of all forms of domestic abuse includes seeing, hearing or experiencing such abuse.

4. Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include

non-contact activities, such as involving children in looking at, or in the production of, sexual images, including pseudo computer generated image, 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. If a report of sexual violence and / or harassment should be made by a child staff should also consider intra familial harms and ensure any necessary support of siblings.

5. Neglect

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

a) Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
b) Protect a child from physical and emotional harm or danger.
c) Ensure adequate supervision (including the use of inadequate care-givers); or
d) Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, shaking, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

1. Have bruises, bleeding, burns, fractures or other injuries.
2. Show signs of pain or discomfort.
3. Keep arms and legs covered, even in warm weather.
4. Be concerned about changing for pe or swimming.
5. Look unkempt and uncared for.
6. Change their eating habits.
7. Have difficulty in making or sustaining friendships.
8. Appear fearful.

9. Be reckless with regard to their own or other's safety.
10. Self-harm.
11. Frequently miss school, arrive late or leave the school for part of the day.
12. Show signs of not wanting to go home.
13. Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn or vice versa.
14. Challenge authority.
15. Become disinterested in their schoolwork.
16. Be constantly tired or preoccupied.
17. Be wary of physical contact.
18. Be involved in, or particularly knowledgeable about drugs or alcohol.
19. Display sexual knowledge or behaviour beyond that normally expected for their age.
20. Acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Appendix C – Mill Ford School Safeguarding Code of Conduct

INTRODUCTION

The Governing body of Mill Ford School has adopted the Safeguarding Code of Conduct for all school employees.

However, in addition to the school Safeguarding Code of Conduct, all staff who are employed under Teachers' Terms and Conditions of Employment must adhere to the personal and professional conduct aspects of the new Teachers' Standard document in conjunction with the said school Safeguarding Code of Conduct. The Teachers' Standard document can be found on the Department for Education website at: www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011

PURPOSE, SCOPE AND PRINCIPLES

A Safeguarding Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe, and the school should notify staff of this code and the expectations therein. School staff are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils / students within the school.

The Safeguarding Code of Conduct applies to:

1. All staff who are employed by the school, including the Headteacher.

2. All staff in units or bases that are attached to the school.

The Safeguarding Code of Conduct does not apply to:

1. Peripatetic staff who are centrally employed by the Local Authority.

2. Catering and cleaning staff employed by Plymouth City Council or by an external contractor.

3. Employees of other external contractors and providers of services.

(Such staff are covered by the relevant Code of Conduct of their employing body).

SETTING AN EXAMPLE

All staff who work in schools set examples of behaviour and conduct which can be copied by pupils / students.

All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils / students to do the same.

All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

This Code helps all staff to understand what behaviour is and is not acceptable.

SAFEGUARDING PUPILS / STUDENTS

Staff have a duty to safeguard pupils / students from:

1. Physical abuse.
2. Sexual abuse.
3. Emotional abuse.
4. Neglect.

The duty to safeguard pupils / students includes the duty to report concerns about a pupil / student to the school's Designated Safeguarding Lead (DSL) for Child Protection.

The school's DSL is Claire Wills

The school's Deputy DSLs are Simon Payne, Robyn Becker and Celina Cox

Staff will be provided with a copy of the booklet entitled 'Guidance for Safer Working Practice for Adults who work with Children and Young People' and are expected to comply with the guidance in order to keep themselves and pupils / students safe.

Staff are provided with personal copies of the school's Child Protection Policy and Whistleblowing Procedure and staff must be familiar with these documents.

Staff must not seriously demean or undermine pupils, their parents or carers, or colleagues.

Staff must take reasonable care of pupils / students under their supervision with the aim of ensuring their safety and welfare.

PUPIL / STUDENT DEVELOPMENT

Staff must comply with school policies and procedures that support the well-being and development of pupils / students.

Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils / students.

Staff must follow reasonable instructions that support the development of pupils / students.

HONESTY AND INTEGRITY

Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities. Staff also must ensure they fulfil their obligation to inform the school of any disqualification and disqualification by association.

CONDUCT OUTSIDE WORK

Staff must not engage in conduct outside work, which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community.

In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.

Staff must exercise caution when using information technology and be aware of the risks to themselves and others.

Staff may undertake work outside school, either paid or voluntary, provided it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work.

During the course of their employment, staff must report to the Head Teacher any conviction, caution, warning, reprimand, pending court appearance or any other Police involvement which may have an impact on their suitability to work with or around pupils / students.

CONFIDENTIALITY

Where staff have access to confidential information about pupils / students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil / student.

All staff are likely at some point to witness actions or incidents which need to be reported and dealt with confidentially. For example, where a pupil/ student is bullied by another pupil / student (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil/student's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter.

However, staff have an obligation to share with their manager or the school's DSL, any information which gives rise to concern about the safety or welfare of a pupil/student. Staff must never promise a pupil / student to keep secrets or that they will not act on information that they are told by the pupil/ student, if by doing so could potentially place themselves, the pupil/student or others at risk of harm.
The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent, if 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.

DISCIPLINARY ACTION

All staff need to recognise that failure to comply with the Safeguarding Code of Conduct and meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

REVIEW OF THE CODE OF CONDUCT

The School Safeguarding Code of Conduct will be reviewed by the Governing Body on an annual basis.