

# Norfolk Institute of Performing Arts

## Safeguarding Policy

### Contents

Policy Statement and Principles	p.2
Policy Aims and Terminology	p.3
Safeguarding Legislation and Guidance	p.4
Roles and Responsibilities	p.5
Good Practice Guidelines	p.9
Abuse of Trust	p.10
When To Be Concerned	p.11
Vulnerable Students	p.13
Helping Students To Keep Themselves Safe	p.15
Support for Child Protection Issues	p.16
Complaints and Whistleblowing	p.17
Allegations Against Staff	p.18
Staff Training and Safer Recruitment	p.22
Photography and Images	p.24
E-Safety and Cyber Bullying	p.25
Child Protection Procedures	p.31
Recognising Abuse	p.32
Pupil Disclosures	p.41
Immediate Risk Of Harm	p.44
Peer On Peer Abuse	p.45
Serious Violence	p.47
County Lines	p.49
Forced Marriage, HBV and FGM	p.50
Mental Health	p.52
Preventing Radicalisation and Extremism	p.53
Special Circumstances	p.56
Specialist Settings	p.58
Confidentiality and Sharing Information	p.60

## **Policy Statement And Principles**

Norfolk Institute of Performing Arts is committed to acting in the best interest of our students. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where students are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection and justice. We recognise that everyone has a responsibility for safeguarding and promoting the welfare of young people and that early intervention is vital.

### **Policy Principles**

- The institute's responsibility to safeguard and promote the welfare of young people is paramount.
- All students, regardless of age, gender, ability, culture, race, language, religion, sexual identity or any other factor, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm.
- The Institute will assist staff to understand and discharge their role and responsibilities by providing safeguarding training for new staff which is then regularly, but at least annually, updated for all staff as required.
- Policies will be reviewed annually, or in the case of an incident or new legislation or government guidance, whichever is sooner. Policies will be available publicly at [www.nipa.org.uk/policies](http://www.nipa.org.uk/policies)

## Policy Aims

- To inform staff, students, parents and anyone else associated with the institute about the school's responsibilities for safeguarding students.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.
- To follow procedures in line with Norfolk Safeguarding Children Partnership, as well as government guidance.

## Terminology

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

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

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either paid or voluntary capacity. This includes supply staff and volunteers.

**Child** includes everyone under the age of 18; for our students above this age, the policy still largely applies, however as legal adults their own choices and rights must also be protected and respected.

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

## **Safeguarding Legislation And Guidance**

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Acts of 1989 and 2004;
- Children and Social Work Act 2017;
- Section 16 of the Sexual Offences Act 2003;
- The Teacher Standards 2012;
- Working Together to Safeguard Children (DfE 2018);
- Preventing and Tackling Bullying (DfE 2017);
- Health and Safety: responsibilities and duties for schools (2018);
- Regulatory Reform (Fire Safety) Order (2005)
- The Education (Independent School Standards) (England) Regulations 2014 (amended 2018);
- Disqualification under the Childcare Act 2006, (Regulations 2018);
- What to do if you're worried a child is being abused: advice for practitioners, March 2015;
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, (DfE 2018);
- Counter-Terrorism and Security Act 2015 (Section 26);
- Prevent Duty Guidance: for England and Wales 2015;
- The use of social media for online radicalisation (July 2015);
- Multi-Agency Statutory Guidance on Female Genital Mutilation (April 2016);
- Anti-social Behaviour, Crime and Policing Act 2014;
- Keeping Children Safe in Education (DfE 2020, updated January 2021).

## **Roles And Responsibilities**

The designated safeguarding lead at the Norfolk Institute of Performing Arts is Natalie Armstrong, who is the Co-Director and also Head of Learning Support.

### **Contact Details:**

Mrs Natalie Armstrong

office@nipa.org.uk

07771 922 884

As **Designated Safeguarding Lead**, Natalie Armstrong will:

- have the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff;
- refer cases of suspected abuse to the local authority children's social care as required;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to local authority children's social care or the Channel programme;
- refer cases, in conjunction with the Principal, where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required;
- liaise with the "case manager" and designated officer at the local authority for child protection concerns;
- liaise with staff on matters of safety and safeguarding (including online/digital safety) and deciding whether to make a referral, liaising with relevant agencies;
- act as a source of support, advice and expertise for all staff.

## **DSL Training**

The designated safeguarding lead should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. Training should provide a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and with safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with the Prevent duty requirements and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- are able to keep detailed, accurate, secure records of concerns and referrals;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

## **DSL Role**

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

Their role includes ensuring that the school and their staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.



## **Good Practice Guidelines**

To meet and maintain our responsibilities towards pupils we agree standards of good practice which form a code of conduct for all staff.

Good practice expectations of staff include:

- treating all pupils with respect;
- setting a good example by conducting ourselves appropriately;
- involving pupils in decisions that affect them;
- encouraging positive, respectful and safe behaviour among pupils;
- being a good listener;
- being alert to changes in pupils' behaviour and to signs of abuse and neglect;
- recognising that challenging behaviour may be an indicator of abuse;
- reading and understanding the school's safeguarding policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing;
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support in vocational lessons or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between pupils, including online, and avoiding the use of sexualised or derogatory language;
- ensuring that staff/pupil relationships are professional at all times;
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse;

- referring all concerns about a pupil's safety and welfare to the DSP, or, if necessary directly to police or children's social care;
- following the school's rules regarding communication with pupils and use of social media and online networking, to ensure that these are professional at all times and in keeping with the school's policy on the acceptable use of technologies;
- being familiar with the school's Whistleblowing policy, and of the importance of reporting any concerns about a safeguarding or welfare matter.

## **Abuse Of Trust**

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. In addition, staff should understand that, under section 16 of 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 the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent. Where a pupil is over the age of 18, because of the position of trust that a member of staff is in, this would be considered to be gross misconduct even if it is not a criminal offence.

## When To Be Concerned

If staff have any concerns about a child's welfare, they should act on them immediately. They should follow this policy and speak to the DSL. The DSL is most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Any staff member should be able to make a safeguarding referral to Children's Services if necessary. All staff should be aware of the process for making referrals to Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm from abuse or neglect) that may follow a referral, along with the role they might be expected to play in such assessments.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include:

- managing any support for the child internally via the school's own pastoral support processes;
- an early help assessment;
- a referral for statutory services, for example because the child might be in need, is in need, or is suffering or likely to suffer significant harm from abuse or neglect.

## **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL, should consider the context within which such incidents and/or behaviours occur and, in particular, whether children are at risk of abuse or exploitation in situations outside their families. This can include, but is not limited to, sexual exploitation, criminal exploitation, and serious youth violence.

This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. It is important to provide as much information as possible about this when making a referral so that any assessment can consider all the available evidence and the full context of any abuse. Further information is available on [www.contextualsafeguarding.org.uk](http://www.contextualsafeguarding.org.uk).

## Vulnerable Children

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

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 who are:

- disabled, have special educational needs or other mental health issues
- looked after or previously looked after children
- young carers
- missing from education
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- showing signs of being drawn in to anti-social or criminal behaviour, including being involved with gangs
- vulnerable to being bullied or cyberbullied, or engaging in bullying or cyberbullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations

- have a family member in prison;
- involved in the court system, either as victims, witnesses or perpetrators of a crime, or through involvement with the family courts;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- involved directly or indirectly in sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM) or any form of honour based violence, forced marriage or radicalisation
- at risk of modern slavery, trafficking or exploitation.

This list provides examples of particularly 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.

## **Children Missing From Education**

As underlined in KCSIE, a child going missing from education is a potential indicator of abuse and neglect, including possible sexual abuse, sexual exploitation, radicalisation or involvement in serious violence.

The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

It is important that all staff help the school to identify and respond to any children who go missing, particularly on repeat occasions. If a member of staff thinks that a pupil might be at risk of going missing from education, this should be reported immediately to the DSL.

## **Helping Children To Keep Themselves Safe**

The school's core values include nurturing resilience and this ethos provides a strong foundation from which our children learn how to keep themselves safe. Added to this is the ethos of building a growth mindset philosophy into all lessons.

Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner.

The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they have. The school encourages a culture of open and effective communication between staff and pupils.

All pupils know there are adults to whom they can turn if they are worried including personal tutors, academic mentors and the institute's pastoral support officer, Sarah Raspin.

## **Support For Those Involved In A Child Protection Issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person, usually the DSL, who will keep all parties informed and be the central point of contact;
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of helplines, counselling or other avenues of external support;
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures;
- cooperating fully with relevant statutory agencies.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any type of abuse including sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.



Cases are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Decisions will be made on a case-by-case basis, with the DSL taking a leading role, using their professional judgement and being supported by other agencies, such as children's social care and the police as required.

## **Complaints Procedure**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way.

Complaints are managed by senior staff, the DSL and the directors. The school's Complaints Policy is available to all on the school's website and a hard copy will be provided upon request. Complaints from staff are dealt with under the school's disciplinary and grievance procedures.

## **Whistleblowing**

Staff who are concerned about the robustness of the school's safeguarding procedures or 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 is available to all, on the website. It enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. We all have a statutory responsibility to speak up about any safeguarding and welfare concerns.

## **Allegations Against Staff**

When an allegation is made against a member of staff, set procedures must be followed. This applies to members of staff, supply staff and volunteers who are currently working at the school regardless of whether the school is where the alleged abuse took place.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

The school must consider whether a person poses a risk of harm if they continue to work in regular or close contact with children where that person has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- behaved or may have behaved in a way that indicates he or she may not be suitable to work with children.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

If you have concerns about, or there is an allegation against, a member of staff, the DSL or a volunteer, the directors should be informed immediately or, in their absence, the Local Authority Designated Officer (LADO). If there is an allegation against the directors then you should refer on to the LADO without informing the directors first. Staff may consider discussing any concerns with the DSL and can also make any referral via them. Staff may also report their concerns directly to police or children's social care if they believe direct reporting is necessary to secure action.

If the allegation is made against a volunteer or any other person not directly employed by the School, the investigation by the police or LADO must involve the organisation or employment agency. Whilst Norfolk Institute of Performing Arts is not the employer of supply teachers, the school should ensure any allegations are dealt with properly. This should include liaising with the LADO to determine a suitable outcome and discussing appropriate action with the supply teacher's employment agency.

The School will not conduct its own investigation into an allegation of abuse against a teacher or other member of staff / volunteer without prior consultation with, and guidance from, the LADO. Advice will be sought from the LADO, or in the most serious cases, the police, within one working day and a risk assessment will be undertaken in conjunction with the relevant agencies as to whether a member of staff can continue to work in school during an investigation.

Discussions will be recorded in writing and communication with both the individual and parents of the child or children agreed. The school recognises that the quick resolution of that allegation must be a clear priority to the benefit of all concerned and all unnecessary delays should be eradicated.

### **Informing The DBS**

The school will promptly report to the DBS any person (whether employed, contracted, a volunteer or a student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teaching, or volunteering.

‘Settlement agreements’ cannot be used to prevent a referral being made to the DBS when it is legally required, nor can an individual’s refusal to cooperate with an investigation. A referral will be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation should be carried out to gather enough evidence to establish it has no foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance, which can be found on GOV.UK.

In cases of professional misconduct, the DSL will make a referral to the Teaching Regulation Authority (TRA) if a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, but the threshold for a DBS referral has not been reached. Similarly, a referral will be made to other regulatory bodies such as the Health and Care Professions Council (HCPC), Nursing & Midwifery Council (NMC) where relevant.

## **Staff Right To Privacy**

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

## **Staff Training**

It is important that all staff, including the directors and volunteers in regulated activity, have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All new staff and governors receive appropriate safeguarding training. This training is in line with advice from the local authority and includes Prevent and online safety. At their induction, they receive copies of the following school policies: Safeguarding and Child Protection, Staff Code of Conduct, Behaviour, Whistleblowing, Online Safety, IT and Acceptable Use.

All staff receive regular updates to their training as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

## **Safer Recruitment**

Our school endeavours to ensure that we do our utmost to employ 'safe' staff. As part of our safer recruitment procedures, all applicants will:

- complete an application form which includes their employment history;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- provide evidence of their right to work in the UK;
- be interviewed;

- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role, and obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- undergo any further checks considered to be necessary, for example if the person has lived or worked outside the UK.

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

Volunteers will undergo checks commensurate with their work in the school and contact with pupils. Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance. Visiting guest speakers, whether invited by staff or by pupils, are checked to ensure that they are suitable and are appropriately supervised.

## **Extended School and Off-Site Arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. 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.

## **Photography and Images**

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

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- seek parental consent;
- use only the pupil's first name with an image;
- ensure pupils are appropriately dressed;
- encourage pupils to tell us if they are worried about any photographs taken of them.



## **E-Safety and Cyber Bullying**

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education.

However, we know that some adults and young people will use social media to harm children. It is the school's aim to protect and educate the whole school in its use of technology and establish mechanisms to identify, intervene and escalate any incident where appropriate. Further advice is available in the government guidance 'Teaching online safety in school'.

There are three broad areas of risk posed by the internet and technology to children:

- Content, or being exposed to harmful material online;
- Contact, or being subjected to harmful interaction with others online;
- Conduct, or personal online behaviour that increases the risk of, or causes, harm.

The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

The school's Online Safety, IT and Acceptable Use Policy explains how we try to keep pupils safe in school. This policy covers the use of all technology, including mobile technology, in the school.

The school endeavours to do all it reasonably can to protect pupils from potentially harmful and inappropriate online material, without over blocking access to the internet, by using appropriate filters and monitoring systems.

Cyberbullying by pupils via texts and emails will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures as described in our Anti-Bullying Policy.

Online safety is considered as part of both safeguarding and anti-bullying arrangements. Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are expected to adhere to the guidelines set out in the Online safety, IT and Acceptable Use Policy for Pupils. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media at home.

Staff also receive advice regarding the use of social networking and electronic communication with pupils and are expected to adhere to the guidelines as described in the Staff Code of Conduct, the Social Media Policy and the Online Safety, IT and Acceptable Use Policy for Staff.

## **Sexting**

Sexting is difficult to define because it is a broad term that means different things to different people. To most professionals, sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobile phones or over the internet. However, many young people interpret sexting as the writing and sharing of explicit messages with people they know.

Sharing photos and videos online is part of daily life for many people, enabling them to share experiences, connect with friends and record their lives. However, creating and sharing sexual photos and videos of under-18s is illegal.

In 2016, The UK Council for Child Internet Safety (UKCCIS) published 'Sexting in schools and colleges: responding to incidents and safeguarding young people' and the school has regard to this advice in formulating its procedures for dealing with any incidents of sexting.

All incidents involving sexting, or youth produced sexual imagery, should be referred to the DSL as soon as possible. If a child discloses an incident to a member of staff, the disclosure should be referred immediately. The DSL will hold an initial review meeting with appropriate staff and there will be subsequent interviews with those involved if appropriate.

Parents should be informed at an early stage and involved in the process unless there is good reason to believe that to do so would put the young person at risk of harm.

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

An immediate referral to police and/or social care should be made if:

- The incident involves an adult;
- 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 needs);
- What is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- The imagery involves sexual acts and anyone in the imagery is under 13;
- There is reason to believe a young person may be at immediate risk of harm owing to the sharing of the imagery, for example through self-harm or suicide.

Any incidents with aggravating factors such as a young person sharing someone else's imagery without consent and with malicious intent should generally be referred to police and/or children's social care. If there is any doubt about whether to involve other agencies, a referral should be made to the police.

If a young person has shared imagery consensually, such as when in a romantic relationship or as a joke and there is no intended malice, it is usually appropriate for the school to manage the incident directly so long as the DSL has enough information to assess the risks to pupils involved. A decision to manage the situation internally should be taken by the DSL in conjunction with the directors and other members of staff as appropriate.

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, responses to incidents should be based on what the DSL has been told about the content of the imagery. If a decision is made to view the imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from the young people involved;
- is necessary to report the image to a website, app or suitable reporting agency;
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

Under such circumstances, the DSL will first discuss the decision with the directors and ensure that the viewing is undertaken by a member of the DSL team with another member of staff present, following the procedures outlined in the UKCCIS advice as well as the DfE advice 'Searching, Screening and Confiscation'. This advice also highlights that schools have the power to search pupils for devices, search data on devices and delete youth produced sexual imagery in accordance with the Education Act 2011.

If the school has decided that other agencies do not need to be involved, consideration should be given to deleting the imagery from devices and online services to limit any further sharing of the imagery. It is recommended that schools should not search through devices and delete imagery unless there is good and clear reason to do so. It is recommended that in most cases the young person involved is asked to delete the imagery and to confirm that they have deleted it.

It is important to remind young people that possession of youth produced sexual imagery is illegal and that if it is later discovered that they did not delete the imagery they are committing a criminal offence and the police may become involved. If a device needs to be seized and passed on to the police, the device should be confiscated and the police called. The device should be turned off and locked away safely until the police are able to come and retrieve it.

All incidents and decisions taken relating to youth produced sexual imagery must be recorded in line with the school's safeguarding procedures.

## **Child Protection Procedures**

Safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children, their families and their carers has a role to play in safeguarding children.

In order to fulfil this responsibility effectively, staff should make sure their approach is child-centred and that they consider, at all times, what is in the child's best interests.

Research suggests that around 20 per cent of children will suffer some form of abuse at some point, and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk.

It is vital that all staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

## Recognising Abuse

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Children may be abused in a family, in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children.

**There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.**

### 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.

### Emotional Abuse

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

### Sexual Abuse

Sexual abuse, including Sexual Violence and Sexual Harassment, involves forcing or enticing a child (can also include peer to peer) 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 (Sexual Violence defined under the Sexual Offences Act 2003 for example as rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include noncontact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Sexual abuse can be committed by men, women or other children. The sexual abuse of children by other children is a specific safeguarding issue in

education. This is further detailed in the section on peer on peer abuse.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment - this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence;
- non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

### 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 provide adequate food, clothing and shelter (including exclusion from home or

abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people. Bullying is also a form of peer on peer abuse, which is discussed later in this policy.

All incidences of bullying, including cyberbullying and prejudice-based bullying, should be reported and will be managed through our anti-bullying procedures. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the directors and the DSL will consider implementing child protection procedures. If there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm then child protection procedures will be followed and the abuse referred to local agencies.

## Indicators of Abuse

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Physical signs define some types of abuse: for example, 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 senior person. 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 or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful

- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about, drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

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.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

## **Impact of Abuse**

The impact of child abuse should not be underestimated.

Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. All staff should be aware of the early help process, and understand their role in identifying emerging problems, and sharing information with other professionals to support early identification and assessment of a child's needs.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing or escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving. In some cases, it might mean acting as the lead professional, with the support of the DSL, in undertaking an early help assessment. Staff also may be required to support other agencies and professionals in early help assessment.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

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”**.

There will be occasions when staff may suspect that a pupil may be at risk, but have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk.

The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill.

**It is fine for staff to ask the pupil if they are OK or if they can help in any way.**

If staff members have any concerns about a child they should immediately have a conversation with the DSL to agree a course of action, and make a written record of all concerns raised.

It is important that the pupil receives the right help at the right time to address risks and prevent issues from escalating. Catching early signs of a problem and reporting it can help lead to inter-agency assessment to achieve the right level of support for that pupil. It is important to act on and refer the early signs of abuse and neglect without delay.

At all times, the views of the child should be listened to, information should be shared quickly and inaction should be challenged. If at any stage the situation changes or does not improve, the concern should be reassessed.



## Pupil Disclosures

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – **staff are not allowed to keep secrets.**

The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen. If left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupil staff will:

- allow them to speak freely;
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- 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’;
- not be afraid of silences – staff must remember how hard this must be for the pupil;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this;
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on, outlining who this will be;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;

- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next. The pupil may agree to go to see the DSL. Otherwise let them know that someone will come to see them before the end of the day;
- report verbally to the DSL to agree a course of action, although any staff member can make a referral to children’s social care;
- write up their conversation as soon as possible and pass onto the DSL. Keep any original notes, however rough, and even if written on the back of something else. Identify the pupil, giving full name and date of birth (if possible). It is important to sign and date any paper records. Make a note of the time and where the information was shared. If possible, place the event in context, what preceded the disclosure and what followed. Keeping clear records is of the utmost importance;
- seek support if they feel distressed.

## **Notifying Parents**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

Informing parents must not apply when a child is at risk of harm, or may be at risk of harm. The school does not require the consent of parents to refer allegations to the LADO. Wherever possible, the school will hold more than one emergency contact number for pupils.

## **Referral to Children's Social Care**

In accordance with LSP procedures, the DSL will make a referral to children's social care as soon as possible and within 24 hours of the initial disclosure if it is believed that a pupil is suffering, or is at risk of suffering, significant harm.

The professional agency must confirm this referral, in writing, within 48 hours. The DSL will ask to be informed of the timing of strategy discussions between the statutory agencies which will decide whether and how to investigate. Throughout the process, the child protection arrangements will be kept under review so that any deficiencies or weaknesses can be remedied without delay.

## **Immediate Risk Of Harm**

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral if necessary.

Staff should follow the reporting procedures in this policy if possible but they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the DSL and directors are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety;
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

If staff have concerns about how child protection concerns are being handled, either by the school or another organisation, they can contact the NSPCC Whistleblowing Advice Line for free advice and support on 0800 028 0285 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **Record Keeping**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

## **Peer on Peer Abuse: children with harmful behaviour**

All staff should be aware that children can abuse other children or young people. This is often referred to as peer on peer abuse.

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

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence under the Voyeurism (Offences) Act 2019 and anyone, of any gender, can be a victim.
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Staff will be aware of the harm caused by bullying and will follow the school's Anti-Bullying and Behaviour policies where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures and these cases must be referred to the appropriate external agencies.

All allegations of peer on peer abuse must be recorded, investigated and dealt with appropriately. Child on child sexual violence and sexual harassment is a specific safeguarding issue in education as stated in KCSIE (staff should refer to Part 5 of KCSIE for further information). All staff should be aware that children are capable of abusing their peers. It is more likely that girls will be victims and boys perpetrators, but all peer on peer abuse is unacceptable and will be taken seriously.

**Abuse is abuse**, whatever the age of the person committing it, and this must never be tolerated or passed off as “banter”, “part of growing up” or “just having a laugh”.

Research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the school’s child protection procedures will be followed for both victim and perpetrator.

Staff who become concerned that a child might be suffering any form of abuse at the hands of another child should follow the school’s child protection procedures and speak to the DSL as soon as possible. The school will cooperate with relevant agencies as appropriate to ensure that victims, perpetrators and any other child affected by peer on peer abuse will be supported. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor made to feel ashamed.

If staff have a concern about a child or a child makes a report to them, they should follow the normal referral process.

The school makes clear that pupils can raise concerns with staff and that they will be listened to, believed and valued.

## **Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved in, serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and report any concerns to the DSL. Further information is available in the Home Office's guidance 'Preventing youth violence and gang involvement' and 'Criminal exploitation of children and vulnerable adults: county lines'. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a single occurrence or a series of incidents over time. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual. It should be noted that exploitation as well as being physical can be facilitated and/or take place online. CSE does not always involve physical contact; it can also occur through the use of technology. More information and indicators of CSE and CCE are available in Annex A of KCSIE.

A significant number of children who are victims of CSE or CCE go missing from home, care or education at some point. CSE and CCE are serious crimes and can have a long-lasting adverse impact on a child's physical and emotional health. They can also be linked to child trafficking.



## County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas using dedicated mobile phone lines or other form of “deal line”.

Exploiting children and vulnerable adults through coercion, intimidation, violence (including sexual violence) and weapons to move or store drugs and money is an integral part of the county lines model. Gangs target and recruit children into county lines in schools and other locations. They can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnapping.

One of the possible indicators of involvement in county lines is missing episodes from home and school, where the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of local service providers who offer support to victims of county lines exploitation.

## **Forced Marriage**

Forced marriage is a crime in England and Wales. Staff should be aware that young people from some cultures may be at risk of forced marriage, and that physical, emotional and psychological threats are often used to coerce a young person into an arranged marriage. Schools can play an important role in safeguarding children from forced marriage. Links with further details can be found in Annex A of KCSIE.

## **‘Honour Based’ Violence (HBV)**

So called honour based violence encompasses crimes which have been committed to protect or defend the honour of the family and/or community. This includes FGM, forced marriage and other practices such as breast ironing. Abuse committed in the context of “preserving honour” often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse, regardless of the motivation, and should be handled and escalated as such. If in any doubt, speak with the DSL.

## **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

FGM is a deeply rooted tradition, widely practised mainly amongst specific ethnic populations in Africa and parts of the Middle East and Asia. FGM has also been documented in communities in Iraq, Israel, Oman, the United Arab Emirates, the Occupied Palestinian Territories, India,

Indonesia, Malaysia and Pakistan. It serves as a complex form of social control of women's sexual and reproductive rights.

Although the immediate location and demographic profile of Norfolk Institute of Performing Arts makes it less likely for this to be an issue here, all areas, local authorities and professionals must be aware of, and actively prevent and tackle, FGM.

All teaching staff have a statutory duty to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

It is rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this reporting duty applies.

Safeguarding girls at risk of harm of FGM poses specific challenges because the families involved may give no other cause for concern. However, there still remains a duty to act to safeguard girls at risk. FGM is an illegal act performed on a female, regardless of her age.

Anyone who has concerns that a girl may be at risk of or may have undergone FGM (as opposed to discovering that she has undergone) should report this following the same procedures as for any other safeguarding concern and the DSL will make a referral to the local authority children's social care; anybody can make a referral if necessary.

## **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Although only trained professionals should attempt to make a diagnosis of a mental health problem, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If any staff have a mental health concern about a child, they should speak to the DSL so that an assessment and appropriate support can be arranged. If that concern is also a safeguarding concern, immediate action should be taken by following the child protection policy and speaking to the DSL.

## Preventing Radicalisation and Extremism

Children are vulnerable to extremist ideology and radicalisation.

All schools have a duty to have due regard to the need to prevent people from being drawn into terrorism, known as the Prevent duty.

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

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

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Islamic extremism is the most widely publicised form and all schools should also remain alert to the risk of radicalisation into white supremacy extremism.

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

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties, and is similar in nature to protecting children from other harms, whether they come from within the family and friends or are the product of outside settings and influences such as social media or the internet.

Staff should be alert to changes in children's behaviour, which could indicate they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which might include the DSL, who are aware of local procedures for making a Prevent referral.

Engaging with parents or the child's family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and help them to find appropriate support mechanisms. In line with the school's safeguarding policies and procedures, any concerns relating to possible radicalisation should be discussed with a child's parents unless there is a reason to believe that to do so would put the child at risk.

At Norfolk Institute of Performing Arts, the DSL is also the single point of contact (SPoC) for Prevent concerns. If a member of staff has a concern about a particular pupil, they should follow the school's normal safeguarding procedures, including discussing with the DSL and, where deemed necessary, with children's social care.

The DfE has a dedicated telephone helpline (020 7340 7264) and email [extremism@education.gsi.gov.uk](mailto:extremism@education.gsi.gov.uk) to enable staff to raise a concern relating to extremism directly. However, this is not an emergency helpline.

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people. A referral to Channel can be made through the LSP website. The DSL should be aware of local procedures for making a Channel referral.

If there is any concern that a child is at immediate risk of harm or that there is a risk of a security incident, the normal emergency procedures should be followed. Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

## **Special Circumstances**

### Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker owing to safeguarding or welfare needs such as abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave the child vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share with the DSL the fact that a child has a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. For example, responding to unauthorised absence or missing education where there are known safeguarding risks, and promoting welfare through the consideration of additional pastoral and/or academic support.

### Looked after and previously looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. When the school has such a child in its care, it ensures that appropriate staff have information about a child's looked after status and care arrangements. A designated member of staff is appointed to have responsibility for the welfare and progress of a looked-after child and is trained for that role. The designated teacher for that child and the DSL will hold details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. Previously looked after children and care leavers are still potentially vulnerable so should be treated as a high risk category similar to looked after children.



## Children with special educational needs and disabilities

Additional barriers can exist when recognising abuse and neglect in children with SEND. These can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Also, children with SEN and disabilities can be disproportionately impacted by issues such as bullying without outwardly showing any signs. Furthermore, communication barriers can exist and it can be difficult to overcome these barriers.

Staff need to be on high alert for any possible signs of abuse or neglect amongst these children and should immediately report any concerns they have to the DSL. Children with SEN can be more prone to peer to group isolation and peer on peer abuse than other children and may need to consider extra pastoral support.

## **Specialist Settings**

As a school that offers specialist performing arts training and one-to-one tuition, staff must recognise and follow additional measures that are necessary to safeguard children.

Individual lessons must take place only in official school teaching rooms with windows as timetabled by the directors. Any change of time, location or the scheduling of additional lessons may be made only with the prior approval and notification of a director.

At times, some performing arts lessons involve necessary physical contact between the member of staff and the pupil. All staff must follow the guidelines set out in the Acceptable Contact Policy in any lesson or other situation with a pupil that involves either physical contact or a one-to-one situation.

## **Allegations of Historic Child Abuse**

A number of incidents publicised in the media have demonstrated the possibility of abuse remaining unreported over a number of years.

Should any member of staff receive information directly or indirectly of previously unreported abuse, they should take it seriously and immediately bring it to the attention of the directors or the DSL. The school will consult the Local Authority Designated Officer in all cases of allegations against former members of staff and act on their advice.

Any action taken, including the reporting and investigation of any historic incident disclosed, will take into account the express wishes of the subject/s of the reported abuse and also the legal requirement to refer such allegations to statutory agencies. However, the fundamental principles of the primacy of children's welfare and their protection would apply just as much in these circumstances, and every opportunity should be taken to prevent any future abuse.

## **Confidentiality and Sharing Information**

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 being released into the public domain does not compromise evidence.

However, any fears of sharing information must not stand in the way of the need to promote the welfare, and protect the safety, of children.

Information sharing is vital in identifying and tackling all forms of abuse and neglect. Staff should only discuss concerns with the DSL or directors, depending on who is the subject of the concern (although anyone can make a referral to children's social care). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. Information should be shared with the three safeguarding partners, other organisations, agencies and practitioners as required.

If a child is thought to be at immediate risk then a referral should be made to children's social care and/or the police immediately.

Child protection information will be stored and handled in line with GDPR principles and the Data Protection Act 2018, particularly amendment 85.

Information must be:

- processed lawfully, fairly and in a transparent manner in relation to individuals;
- kept safe and secure;
- collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes;
- adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
- accurate and, where necessary, kept up to date;
- kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed;
- processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.
- not provided where the serious harm test under the legislation is met, in compliance with the school's obligations under the Data Protection Act 2018 and the GDPR.

Sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage.

Child protection records are normally exempt from the disclosure provisions of GDPR and the Data Protection Act 2018, which means that children and parents do not have an automatic right to see them.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the DSL.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. The individual should be informed that the information has been shared, so long as this does not create or increase risk of harm.

Safeguarding / child protection information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

## **Emergency**

If a person is in immediate danger, ring 999 and ask for the Police.

## **Advice**

If you need outside advice on a safeguarding matter regarding a child, the following organisations give confidential advice:

Childline: 0800 1111

NSPCC: 0808 800 5000

Kidscape: 0845 1295 34