

JKHS SAFEGUARDING/CHILD PROTECTION POLICY

Introduction

The school mantra, devised by the student council, is *Happy, Healthy, Successful*. Our school development plan has, within its 10 key priorities:

- happy, healthy, successful students
- happy, healthy, successful staff.

Our latest Ofsted report, March 2017, noted that we “*make keeping children safe your top priority, describing it as ‘Job No.1’. All staff are well trained and alert to potential danger signs ... Leadership of this area is meticulous. All safeguarding arrangements are fit for purpose and records are detailed, of high quality and stored securely. Policies, procedures and systems are effective and well understood by staff. Recruitment checks, made as staff join the school, are thorough. Trustees regularly check that the school’s safeguarding arrangements are effective.*”

In line with the “Keeping Children Safe in Education” September 2020 update document and Working Together to Safeguard Children, 2019, we want all our young people to feel that they work and socialise in a secure and caring environment, free from any kind of abuse or neglect. To this end, we will be vigilant in how we:

- protect young people from maltreatment
- prevent impairment of young people’s mental and physical health or development
- ensure young people grow up in circumstances consistent with the provision of safe and effective care
- take action to enable all young people to have the best outcomes and help promote educational outcomes
- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with young people
- raise awareness of child protection issues and equip young people with the skills needed to keep them safe
- develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support young people who have been abused in accordance with his/her agreed child protection plan
- ensure young people feel safe and secure at school
- ensure regular updates are given to all staff via email, the school bulletin and through in- house training
- ensure all staff receive whole school safeguarding training every 3 years. The Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL) receive training every 2 years
- ensure any new staff receive an immediate induction to safeguarding and a follow up on-line training course. Induction involves staff reading and understanding:
 - Keeping Children Safe in Education (2020) Part One and Annex A
 - Safeguarding and Child Protection Policy
 - Children Missing Education (within the Safeguarding and Child Protection Policy)
 - Behaviour Policy



- Staff Code of Conduct

Rationale

We recognise that the teachers and other adults at the school are well placed to observe young people and note any signs and symptoms that could lead to the early detection of child abuse. The mutual respect, trust and confidence that develop between staff and young people can lead to young people wanting to discuss abuse that is occurring at home and elsewhere. This can lead to the protection of young people at risk. We will include opportunities in the PSHE curriculum, in IT, during assemblies and via visiting speakers for young people to develop the skills they need to recognise and stay safe from abuse.

Although we need to encourage partnership between home and school, the school acknowledges that the protection of the young person is paramount. Parents and/or carers and young people should be aware that all staff are responsible for safeguarding. This could involve asking parents/carers to clarify their child is safe/fit to attend school via a GP route. There may also be occasions when outside agencies are consulted before parents and/or carers.

All staff are trained to be aware of the incidence, gravity, signs, symptoms, nature and categories of abuse and to deal with the disclosure of abuse. All staff need to be aware of the routines and the role of the education support services and other agencies so that teachers can fulfil their responsibility and follow the procedures identified by the local safeguarding children board.

Curriculum

Safeguarding, including online safety, is covered throughout the broad and balanced curriculum, through assemblies and in tutor periods. Students are given advice on how to keep themselves safe online; the dangers of drugs; the dangers of political and religious extremism. In addition, the school covers a variety of relevant issues in Relationships and Sex Education (RSE) including for example, Chelsea's Choice, a play and workshop session performed by a theatre group on the signs and dangers of CSE. The school also works in close liaison with the police who visit the school fortnightly to deliver sessions to students in Years 7 and 10 on sexting and gang crime. JKHS has an active mental and emotional wellbeing group, as well an anti-bullying group.

Types of abuse and neglect

As a school we recognise that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

- **Abuse** – a form of maltreatment of a young person. Somebody may abuse or neglect a young person by inflicting harm or by failing to act to prevent harm. Young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult/s or another young person/ young people.
- **Physical abuse** – a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a young person.
- **Emotional abuse** – the persistent emotional maltreatment of a young person such as to cause severe and adverse effects on the young person's emotional development. It may involve conveying to a young person that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the young person 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 young people. These may include interactions that are beyond a young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the



young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may also involve serious bullying (including cyberbullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment of a young person, although it may occur alone.

- **Sexual abuse** – involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person 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 young people in, or looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a young person 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 young people.
- **Neglect** – the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in a serious impairment of the young person'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 young person from physical or emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

Specific safeguarding issues

All staff have an awareness of safeguarding issues e.g. bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, gangs and youth violence, hate, mental health, preventing radicalisation and trafficking. Staff are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting (also known as youth produced sexual imagery) put young people in danger.

Reporting concerns

Any member of staff who:

- has a suspicion that a young person is marked or bruised in a way that is not readily attributed to 'normal' knocks and scrapes
- notes behaviours or actions in a young person which give rise to suspicions that the young person may have suffered abuse
- receives hints or a disclosure of any type of abuse from a young person or from one of his/her friends.

Staff have a duty to report his or her concerns at once to the DSL, Trixie Clarke, the DDSL, Mark Croad, or, in his or her absence, to a senior member of staff. The DSL provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care.

In the first instance, this should be done verbally and also in written format to the DSL. However, as in all cases where referral to outside agencies is a possibility, accurate written records are vital. It is important that staff should not investigate or follow up suspicions of child abuse themselves, for instance by speaking with and/or questioning young people or parent and/or carers. Staff members should never promise a young person that they will not tell anyone about a disclosure, as this may ultimately not be in the best interests of the young person.



All staff can make an informed decision as to whether to refer a case to social services. This may be immediately following the expression of concern or after discussion with the young person, his/her parents or carers, other staff, and other agencies as appropriate. While staff must be circumspect about using 'hearsay' evidence, it must not be discounted without thought. Gossip is often, but not always, untrue. Such evidence may, together with other indicators, give us warning of an abusive situation. It is an essential requirement for all staff to record any conversation or contact that might be useful as evidence. Where referrals are not made by DSL/DDSL, they should be informed, as soon as possible, that a referral has been made.

It is the responsibility of the designated member of staff, together with the headteacher, to notify children's social care if there is an unexplained absence of more than two days of a young person who is on the child protection register.

It is the responsibility of the designated member of staff, together with the headteacher to ensure that when a young person on the child protection register leaves the school, their information is transferred to the new school immediately and the young person's social worker is informed.

All records must be kept securely, separate from the main student file, and in locked locations.

The role of the DSL is fulfilled in line with expectations, in that he/she will:

- take lead responsibility for safeguarding and child protection (including online safety)
- refer cases of suspected abuse allegations/crimes to the relevant investigating agencies
- act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with, and supporting staff who make referrals
- recognise how to identify signs of abuse or neglect and when it is appropriate to make a referral
- ensure the young person's wishes and feelings are taken into account and enable young people to express their views and give feedback
- liaise with the headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role
- have a working knowledge of how Local Children Safeguarding Boards (LSCBs) operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so. Herefordshire Safeguarding Children Board is part of the West Midlands Safeguarding Children Procedures. Herefordshire Safeguarding Children Board visit <https://herefordshiresafeguardingboards.org.uk>
- have a good understanding of processes, procedures and responsibilities of other agencies such as social care/the three safeguarding partners
- promote educational outcomes by working closely with staff members and sharing information
- ensure all staff members/regular visitors have induction training covering child protection and are able to recognise and report any concerns immediately as they arise
- ensure safeguarding supervision is provided where appropriate to staff, particularly those who are involved in the case management of vulnerable young people and families
- be able to keep detailed, accurate and secure written records of referrals and/or concerns



- understand the importance of information sharing with school and with safeguarding partners/agencies
- obtain access to resources and attend any relevant or refresher training courses with updates at the very least, annually
- ensure this policy is updated and reviewed annually and work with the board of trustees regarding this
- ensure each member of staff has access to, and understands, this policy and procedures
- ensure parents/carers see copies of this policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later.

The headteacher, and all other staff who work with young people, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively. All staff receive appropriate safeguarding training which is regularly updated. Staff receive safeguarding and child protection updates (via email, bulletins and meetings) as required but at least annually to provide them with relevant skills and knowledge to safeguard young people effectively. Temporary staff and volunteers who work with young people are made aware of the school's arrangements for child protection and their responsibilities.

The board of trustees remedies, without delay, any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention.

Child protection and safeguarding issues are recurrent items on every main meeting of the full board of trustees. In addition, the health and safety committee receives a report at each meeting on any safeguarding and child protection issues that have arisen over the past term. A named trustee keeps a watching brief on safeguarding and child protection at all times by liaising with the lead professional.

Staff behaviour

The highest possible standards of behaviour are expected from staff, trustees and volunteers. In particular, staff should be on their guard against:

- treating young people as peers by adopting their mannerisms or slang
- giving inappropriate details to young people of their personal lives
- seeming to favour particular young people
- using physical contact with young people that is secretive or of a nature that could be considered indecent
- not following school policy on searching students
- using emotional abuse against young people by ignoring, ridiculing, humiliating, harassing, intimidating, bullying or continually singling out any young person for negative attention
- dressing inappropriately
- failing to report concerns.



Use of reasonable force

There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour. 'Reasonable' means using no more force than is needed. The use of such force may involve passive physical contact or active physical contact.

As a school we are very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods. Such methods could include risk assessments, pastoral support plans and modified timetables (verified by a medical practitioner and/or the local authority). When considering the use of reasonable force towards young people with SEND or medical conditions, the risks should be carefully considered. A number of staff have undertaken 'Team-Teach' training in the reduction of risk, restraint and restriction.

What staff do if a young person is in danger or at risk of harm

If a young person 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. Where referrals are not made by DSL/DDSL, they should be informed, as soon as possible, that a referral has been made.

Safeguarding concerns or allegations made against staff (including supply staff and volunteers)

If a safeguarding concern or an allegation is made against a member of staff, supply staff or volunteers (including the DSL), it is the responsibility of the headteacher and not the DSL. All such concerns should be accurately recorded and reported to the headteacher as soon as possible. As stated earlier, the member of staff should undertake no further investigative action.

All allegations will be dealt with properly, and in the case of an allegation being made against a supply teacher, a discussion will take place with the LADO and the employment agency. John Kyrle High School will continue to support any investigation that is required.

If a safeguarding concern or an allegation is made against the headteacher, it should be accurately and promptly recorded and referred on to the chair of trustees. As an academy, the matter will be referred to the trust who will, if necessary, obtain guidance from the DFE.

The school involves the Designated Officer (previously LADO) at the Local Authority wherever appropriate. The LADO (Local Authority Designated Officer) is: Terry Pilliner – 01432 261739 or lado@herefordshire.gcsx.gov.uk

The school is committed to managing safeguarding concerns or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to young people or they behave in a way that indicates they may not be suitable to work with young people.

What staff do if they have concerns about safeguarding practices within the school

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the senior leadership group.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership group.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.



The NSPCC whistleblowing helpline is available for staff to who not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8.00am to 8.00pm, Monday to Friday and email: help@nspcc.org.uk

Safety on and off site

The safety of children inside school, moving around, arriving and leaving the school site are important considerations. Arrangements for this are set out in our health and safety policy.

Risk assessments must be completed and approved before any trips away from the site are undertaken. Trip lists must also be shown to the DSL to ensure all children are safe to leave the school site.

Children should be offered facilities for changing that offer them the level of privacy and safety appropriate to their age.

Internet and Online Safety

Leaders have procedures in place to safeguard all young people from unlawful, sexual or otherwise potentially harmful content on the internet, both when using school IT equipment and student-owned mobile technologies, such as mobile phones. Reference should be made to the ICT Acceptable Use Policy, the Keeping Children Safe in Education, update 2020.

How John Kyrle High School monitors and responds to internet access within school

John Kyrle High School has an Internet filtering policy where internet activity for all young people is monitored daily and any concerns are investigated. Where there is a clear safeguarding concern this is dealt with under John Kyrle High School's Safeguarding/Child Protection Policy.

Where there are safeguarding concerns involving mobile devices outside the school's filtering policy, these will be dealt with in the same way as though it is a school device

Where there are safeguarding concerns with internet access whether this is through the school's internet system or the student's own device, appropriate action is taken to minimise any future issues, including, but not limited to, the following:

- restriction of Internet access within school where appropriate
- informing teaching staff to more closely monitor the student's internet access
- restricting a student's access to their own devices within school
- appropriate education/training for both student and parents/carers by the e-safety co-ordinator. A joint effort will be made to keep young people safe online (including when they are online at home).

Regardless of whether any action is taken, a record will be kept of the incident. Internet access will be restricted for some young people where appropriate. In this case staff will be made aware of any restrictions put in place. Where the safeguarding concerns relate to the student's own device, the school may choose to restrict the student's access to this device by restricting possession during the school day. Restrictions will be monitored on a regular basis but at least once every half term by the DSL, DDSL and the e-safety coordinator.



How the school ensures internet policies and filtering are up-to-date

The most extreme and illegal websites are automatically blocked through the school's Internet filtering provider and make use of the Internet Watch Foundation (IWF) list.

The internet filtering categories are monitored and reviewed every term through the e-safety committee and modified as appropriate. This committee involves the DSL, other appropriate members of senior staff, the e-safety coordinator, teaching staff, trustees, parents/carers and young people.

Parents and carers

All parents and carers should be made aware of this policy and the duties and responsibilities of the school with regard to safeguarding and child protection.

Parents must always be made to feel welcomed and encouraged to discuss any concerns they have about their child at home. At first instance, such concerns should be made known to the tutor or the head of year.

Contextual safeguarding

Contextual safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. There are times when parents/carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent/carer-young person relationships.

Schools may have some influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual safeguarding at John Kyrle High School, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

Early help

Staff are prepared to identify young people who may benefit from early help. Early help means providing support as soon as a problem emerges. Staff are alert to the potential need for early help for a young person who:

- is disabled/has a specific additional need
- has SEND
- is a young carer
- is at risk of modern slavery/trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the young person such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves



- is a privately fostered young person
- is frequently missing/goes missing from care or from home
- is showing signs of engaging in anti-social behaviour or criminal behaviour including gang involvement and association with organised crime groups
- has returned home to their family from care
- is showing early signs of abuse/neglect
- is showing repeated self-harming
- has gender inequality

Staff will discuss early help requirements with the DSL in the first instance.

It is important for young people and their families to receive the right help at the right time to address risks and prevent issues escalating.

SEND

Young people who have special education needs and/or disabilities (SEND) are at higher risk of harm than most young people. Young people with the most profound difficulties, with little or no verbal communication and a need for intimate care, their vulnerability is extremely high. They may also be prone to peer group isolation as well as impacted behaviours such as bullying. At John Kyrle High School the DSL is also currently the SENCo. Extra pastoral support is in place for young people with SEND.

Private fostering arrangements

A private fostering arrangement is one that is made privately (without the involvement of the Local Authority) for the care of a young person under the age of 16 (or under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Should the school become aware of any private fostering arrangements, the DSL has a legal duty to inform the local authority and will do so accordingly.

Looked after young people and previously looked after young people

Staff at John Kyrle High School have the skills, knowledge and understanding to keep looked after young people safe. A previously looked after young person potentially remains vulnerable and it is important that early help and prompt action is taken when necessary to safeguard this particularly vulnerable group.

Care leavers

Young people who cease to be looked after and become care leavers will be supported by staff at John Kyrle High School. Any issues of concern affecting the care leaver will be discussed and the appropriate support given.



Adoptive young people

Adopted young people should have an enjoyable childhood, and benefit from excellent education, with a wide range of opportunities to develop their talents and skills, which in turn will lead to a successful adult life.

Staff at John Kyrle High School will work in partnership with the young person's adoptive parents in helping adopted young people achieve positive outcomes in their education, as well as assisting in their social and emotional development.

Young people can suffer from a range of emotional and behavioural difficulties. John Kyrle High School aim to provide adopted young people with the right support, educational and otherwise.

Young people potentially at greater risk of harm, children who need a social worker (child in need and child protection plans)

Young people may need a social worker due to safeguarding or welfare needs. A young person's experiences of adversity and trauma can leave them vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The DSL will be aware of young people who have a social worker so that decisions can be made in the best interests of their safety, welfare and educational outcomes.

Homelessness

Young people affected by homelessness often feel an overwhelming sense of displacement. This can lead to practical, emotional and behavioural challenges. Homelessness could also cause severe emotional trauma leading to stress, anxiety and problematic behaviours. Bad housing can also affect a young person's ability to learn at school and study at home.

At John Kyrle High School we will share appropriate information in a timely way and discuss any concerns about a young person with the DSL. This will include identifying where current or changing housing arrangements might affect or present a risk to young people. We will be alert to the needs and risks of harm that abusers or potential abusers may pose and respond proactively to them when dealing with a housing situation. This does not replace a referral into social services where a young person has been harmed or is at risk of harm.

Housing authorities have a duty to safeguard and promote the welfare of young people and to co-operate to promote the well-being of all young people, including 16-17 year olds.

Herefordshire Housing Association, Legion Way, Hereford. Tel: 0300 777 4321

Gloucestershire Housing Association, St Catherine Court, Gloucester. Tel: 01452 421755

Young People Missing from Education (CME)

John Kyrle High School must inform the local authority of any young person who fails to attend school regularly or has been absent without permission for 10+ days. A young person going missing from education is a potential indicator of abuse or neglect. It may also be a sign of criminal exploitation including county lines as well as poor mental health and substance abuse. The school follows the procedure for unauthorised attendance and staff are alert when considering the risks of potential safeguarding concerns such as conflict zones, Female Genital Mutilation and forced marriage. 'Safe and well' checks via the police are also instigated. If there are any safeguarding concerns or a young person is known to social services, a referral to Herefordshire Multi-Agency Safeguarding Hub (MASH) should be made straight away – refer to guidelines for reporting missing persons <http://hscb.herefordshire.gov.uk>



Parents/carers may also be asked to bring their child into school or be visited at home should a young person not have been in attendance at school in order to verify that they are safe.

Inappropriate sexual behaviour and sexual harassment

For staff, identifying inappropriate sexual behaviour can be a complex task. Young people are normally sexually curious and may behave inappropriately with each other – the boundary between sexual harassment and sexually abusive behaviour can be difficult to define.

Indicators of sexually abusive behaviour include:

- a significant age difference (4+ years) between young people involved in sexual behaviour. An adolescent who seems interested in younger people would give rise to concern.
- sexual behaviour involving bribery, threats or force. Young people without the intellectual or physical resources to resist abuse are particularly vulnerable.
- a level of sexual knowledge inconsistent with what would normally be expected
- sexually intrusive/aggressive behaviour – for example poking objects or parts of bodies into their orifices.

Defining behaviour as sexual harassment is difficult and a major issue is likely to be whether the sexual contact is consensual or not. A boy groping a girl, a girl groping a boy or young person of the same sex being groped, may be incidents of inept behaviour by an immature adolescent; it may indicate that the young person has the potential to become a sexual offender; it may indicate that they themselves are a victim of abuse. In all cases, it is essential that these incidents are treated seriously.

Some common signs of abuse

- unwillingness to come to school
- complaining about missing possessions
- unexplained bruising or time repeated bruising
- easily distressed and frightened
- odd drawing and sexually explicit language
- damaged or incomplete work.

Details must be recorded accurately and passed on to the appropriate person. The needs of the victim must be addressed, in addition to ensuring that the perpetrator is dealt with in such a way that they realise the seriousness of their behaviour. Parents/carers of young people should be contacted to give them an opportunity to support their son/daughter. It must be remembered that a criminal offence may have been committed and the parents/carers of the victim have the right to pursue a complaint against someone who has assaulted their son/daughter. It must also be remembered that one or both parents/carers or a close relative may be the perpetrators.



Child on Child Sexual Violence and Sexual Harassment

Under the Sexual violence and sexual harassment, December 2017 guidance, visit the <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> (Sexual violence and sexual harassment between children in schools and colleges), staff are required to be vigilant in recognising signs of sexual violence and sexual harassment between two young people of any sex. This can also occur through a group of young people sexually assaulting or sexually harassing a single young person or group of young people.

Schools should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys will be boys'; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.

Young people who have Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf young people are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND young people. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration
- the potential for young people with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs, and
- communication barriers and difficulties overcoming these barriers.

Young people who are Lesbian, Gay, Bi or Trans (LGBT) can be targeted by their peers. In some cases, a young person who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as young people who identify as LGBT.

Child on Child Sexual Violence

It is important that schools and colleges are aware of sexual violence and the fact young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

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



When there has been a report of sexual violence, the DSL or DDSL will make an immediate risk and needs assessment.

Child on Child Sexual harassment

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

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 behaviours, such as: deliberately brushing against someone, interfering with someone's clothes. Schools should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
- displaying pictures, photos or drawings of a sexual nature, and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Visit the UKCCIS framework to equip young people for digital life Education for a Connected world-framework <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

When responding to a report of sexual violence and sexual harassment, ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL and DDSL taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required.

Some situations are statutorily clear:

- a young person under the age of 13 can never consent to any sexual activity; this is statutory rape
- the age of consent is 16
- sexual intercourse without consent is rape
- rape, assault by penetration and sexual assault are defined in law
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes young people making and sharing sexual images and videos of themselves.

As always, when concerned about the welfare of a young person, all staff should act in the best interest of the young person. In all cases, schools should follow general safeguarding principles as per Keeping Children Safe in Education 2020 update. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other young person involved/impacted).

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated.

View the Brook Traffic Light Tool <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>



View the DFE guidance on sexual harassment in schools (2017) <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

Under the Keeping Children Safe in Education guidance update 2020, and in line with local safeguarding training, all staff are trained in spotting signs of any young person who may be/is being sexually exploited. Staff are required to be vigilant in recognising signs of any young person being/or potentially being sexually exploited or criminally exploited. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a young person. Power imbalance can be due to a range of factors including gender, sexual identity, cognitive ability, physical strength and status. Abuse can be perpetrated by individuals or groups, males or females, children or adults. It can involve force, enticement, compliance and may, or may not, be accompanied by violence or threats of violence. Exploitation can be physical or take place online. Indicators of child sexual exploitation and child criminal exploitation may include:

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a sexually transmitted infection
- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone (sexting)
- signs of unexplained physical harm, such as bruising and cigarette burns.

Peer-on-peer abuse/Child-on-Child Abuse

We recognise that young people are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but is not limited to: bullying (including cyber-bullying), gender based violence/sexual assaults and sexting. Physical abuse as well as sexual violence, sexual harassment and upskirting are also peer-on-peer/child-on-child abuse. Abuse perpetrated by young people can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult, and the same safeguarding children procedures will apply in respect of any young person who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer-on-peer/child-on-child abuse. Where a young person discloses safeguarding allegations against another young person in the same setting, staff have a duty to report his or her concerns to the DSL at once.

Most cases of young people hurting other young people will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where alleged behaviour:

- is serious, and potentially a criminal offence
- could put other young people in the school at risk



- is violent
- involves young people being forced to use drugs or alcohol
- involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos
- being vigilant to issues that particularly affect different genders – for example sexualised or aggressive touching or grabbing towards girls, and initiation or hazing type violence with respect to boys.

If a young person makes an allegation of abuse against another young person:

Abuse is abuse and will not be passed off as 'banter' or 'part of growing up'. In addition to safeguarding the victim, it is likely the perpetrator will have considerable needs as well as posing a significant risk of harm to other young people.

- You must tell the DSL and record the allegation, but do not investigate it.
- 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.
- The DSL will put a risk assessment and support plan in place for all young people involved – both the victim(s) and the young person whom the allegation has been made – with a named person they can talk to if needed.

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

- challenging any form of derogatory or sexualised language or behaviour
- being vigilant to issues that particularly affect different genders
- ensuring our PHSE (*Happy, Healthy, Successful*) curriculum helps to educate young people about appropriate behaviour and consent, as well as other opportunities to minimise the risk of peer-on-peer/child-on-child abuse such as visiting speakers and plays
- ensuring young people know they can talk to staff at school
- the school fosters an environment that is inclusive, safe and free from harassment and discrimination and gives young people an open forum to talk things through
- involving young people in the positive ethos in school where all young people understand the boundaries of behaviour before it becomes abusive.

We will offer support to the victim and the perpetrator by:

- offering help even if the young people stated they are managing the incident
- being vigilant to ensure the young people do not engage in any further harmful behaviour either towards someone else or to themselves
- seeking support from identified services as well as additional support from school and family members.

DfE guidance

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer/child-on-child abuse, according to paragraph 42 of the statutory safeguarding guidance *Keeping Children Safe in Education* update 2020, published by the Department for Education (DfE).



Serious violence

All staff are aware of indicators which may signal that a young person is at risk of or are involved in serious violent crime.

Indicators of serious violent crime include:

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries

Unexpected gifts or new possessions could indicate that a young person could have been approached by, or are involved with, individuals associated with violent crime.

Visit <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> for more detailed guidance, and <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

We will minimise the risk of our students being involved in serious violence by:

- developing skills and knowledge to resolve conflict as part of the curriculum and to help young people to resist being involved with violence
- challenge aggressive behaviour in ways that prevent the reoccurrence of such behaviour
- understanding the risks for specific groups and target individuals
- manage transitions between educational establishments
- work with local partners to prevent anti-social behaviour or crime and identify young people in need of help in their local community.

Upskirting

The Voyeurism (Offences) Act 2019 is an act which amends the Sexual Offences Act 2003 to make upskirting a specific offence of voyeurism.

For the purpose of the act, upskirting is defined as creating images of, or operating equipment to view, genitals, buttocks or underwear beneath clothing where they would not normally be visible, for the purpose of sexual gratification or to cause humiliation, alarm or distress.

Upskirting is a criminal offence and could criminalise a person who records an image under another person's clothing (without that person's consent or a reasonable belief in their consent). Anyone of any gender can be a victim.

Any person found taking part in such an act of peer-on-peer abuse will be reported to the appropriate authorities.

County Lines

County Lines is a very serious issue where criminal gangs set up a drug-dealing operation in a place outside their usual operating area. Gangs will move their drug-dealing from big cities (eg London, Manchester, Liverpool etc.) to smaller towns in order to make more money. This can have a really big effect on the community who live there and brings with it serious criminal behaviour.



Exploitation is an integral part of county lines with young people exploited to move and store drugs and money.

Signs to look out for that can suggest that someone you know might be involved in County Lines activity:

- are they always going missing from school or their home?
- are they travelling alone to places far away from home?
- do they suddenly have lots of money/lots of new clothes/new mobile phones?
- are they receiving many more calls or texts than usual?
- are they refusing to hand over their mobile phone when requested?
- are they carrying or selling drugs?

Young people are often groomed and forced into relationships with gang members and are made to perform sexual acts as well as acting as drug runners. Intimidation, violence and weapons are often used by offenders to ensure compliance of victims.

Further signs to look out for include:

- are they carrying weapons or know people that have access to weapons?
- are they in a relationship with or hanging out with someone/people that are older and controlling?
- do they have unexplained injuries?
- do they seem very reserved or seem like they have something to hide?
- do they seem scared?
- are they self-harming?

Gangs recruit and use young people to move drugs and money for them. Young people as young as 12 years old and up to 17 years old are recruited, often using social media. They are exploited and forced to carry drugs between locations, usually on trains or coaches. They are also forced to sell drugs to local users.

What to do if you are concerned

If you think that young person may be at risk of County Lines exploitation you should report this to the DSL, DDSL or a member of senior team who will follow local safeguarding guidance and share this information with local authority social care services. If you believe a young person is in immediate risk of harm, you should contact the police.

Young people and the court system

Occasionally young people go to court. Arrangements for supporting young victims or witnesses vary in different parts of the country. The police will advise young people and their parents/carers about the best person to talk to. When young people are witnesses in court we must make sure they are well supported. We want young people to be able to play their part in bringing offenders to justice without thinking that they are the ones on trial.

There are times when information sharing will take place so that better decisions in cases involving young people can be made.



Trans, gender variant and intersex young people

John Kyrle High School fosters an environment that is inclusive, safe and free from harassment and discrimination for all members of the school community, young people and adults, regardless of sex, sexual orientation, gender identity, gender expression and/or sex characteristics.

Leaders promote the learning of human diversity that is inclusive of trans, gender variant and intersex young people, thus promoting social awareness, acceptance and respect.

Leaders ensure a climate that is physically, emotionally and intellectually safe for all young people to further their successful learning environment and wellbeing, including that of trans, gender variant and intersex persons.

Domestic violence and abuse

The definition of domestic violence and abuse is: *any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.*

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

All young people can witness and be adversely affected by domestic abuse in the home where domestic abuse occurs between family members. Exposure to such abuse and violence can have a serious, long lasting, emotional and psychological impact on young people.

NSPCC, Refuge and Safe Lives are agencies who work with young people and their families. National Domestic Abuse helpline: 0808 200 0247 (24 hours a day)

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capabilities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Domestic abuse and young people

The changes to the definition of domestic abuse raise awareness that young people in the 16 to 17 age group can also be victims and perpetrators of domestic violence and abuse.

By including this age group, the government hopes to encourage young people to come forward and get the support they need, through a helpline or specialist service.

Should staff have concerns regarding domestic violence and abuse, or if a disclosure has been made, they have a duty to report his or her concerns to the DSL at once.



Young people with family members in prison

Having a parent/family member in prison can have an impact on a young person's mental health, behaviour and educational prospects. The emotional trauma that may occur and the practical difficulties of a disrupted family life can be compounded by the social stigma that young people could face as a result of having a parent/family member in prison or jail.

Young people of incarcerated parents may experience financial hardship as well as adverse childhood experiences including witnessing violence and exposure to drug and alcohol abuse.

At John Kyrle High School we understand the difficulties and distress associated with a parent/family member going to prison. www.offendersfamilieshelpline.org Tel: 0808 808 2003

Positive mental health/young people requiring mental health support

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. by developing and implementing practical, relevant and effective procedures we can promote a safe and stable environment for young people affected both directly and indirectly by mental ill health.

All staff are aware that mental health problems can, in some cases, be an indicator that a young person has suffered, or is at risk of suffering, abuse, neglect or exploitation. Staff are also aware that traumatic adverse childhood experiences can have a lasting impact on health, behaviour and education.

Any member of staff who is concerned about the mental health or wellbeing of a young person should speak to the DSL in the first instance. If there is a fear that the young person is in danger of immediate harm, this should be followed with an immediate referral to the DSL, DDSL or a member of the senior team. If the young person presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Some mental health issues could become a child protection/safeguarding matter in which case further advice would be sought from social services.

Signposting

We will ensure that staff, young people and parents/carers are aware of sources of support within school and in the local community - organisations such as SYM <https://www.thesymproject.org> and in Gloucestershire such as TIC www.ticplus.org.uk

At John Kyrle High School we have a mental health student forum, student wellbeing ambassadors as well as staff wellbeing ambassadors.

Warning signs

Staff may become aware of warning signs which indicate a young person is experiencing mental ill health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns with the DSL.

Possible warning signs include:

- physical signs of harm that are repeated or appear non-accidental
- changes in eating/sleeping habits
- increased isolation from friends or family, becoming socially withdrawn
- changes in activity and mood
- lowering of academic achievement



- talking or joking about self-harm or suicide
- abusing drugs or alcohol
- expressing feelings of failure, uselessness or loss of hope
- changes in clothing – e.g. long sleeves in warm weather
- secretive behaviour
- skipping PE or getting changed secretly
- lateness to, or absence from, school
- repeated physical pain or nausea with no evident cause
- an increase in lateness or absenteeism

Parents/carers are often very welcoming of support and information from the school about supporting their son/daughter's emotional and mental health. In order to support parent/carers we ensure that all parents/carers are aware of who to talk to if they have concerns about their own son/daughter.

Abuse linked to a belief in spirit possession

Staff are made aware of potential indicators in identifying child abuse or neglect linked to a belief in spirit possession.

The following points can assist in understanding the issues and actions to safeguard young people from abuse or neglect linked to a belief in spirit possession:

- child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. This includes abuse that might arise through a belief in spirit possession or other spiritual, cultural or religious beliefs
- standard child safeguarding procedures apply and must always be followed in all cases where abuse or neglect is suspected, including those that may be related to a belief in spirit possession
- child abuse linked to a belief in spirit possession sometimes stems from a young person being used as a scapegoat. Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which young people become at risk of poor outcomes due to factors such as family stress, deprivation, domestic violence, substance abuse and/or mental health problems. In addition, young people who are different in some way, perhaps because they have a disability, an illness, learning needs, or are exceptionally bright, might be targeted in this kind of abuse. In some cases, there will be no obvious difference and the young person will have been targeted because they will have been perceived to be 'spiritually' different.

The abuse usually occurs in the household where the young person lives. It may also occur in a place of worship where alleged 'diagnosis' and 'exorcism' may take place.

The most common forms of abuse linked to a belief in spirit possession include:

- **Physical abuse:** in the form of beating, shaking, burning, cutting, stabbing, semi- strangulating, tying up the young person, or rubbing chilli peppers or other substances on the young person's genitals or eyes, or placing chilli peppers or other substances in the young person's mouth.
- **Emotional/psychological abuse:** in the form of isolation, for example, not allowing a young person to eat or share a room with family members or threatening to abandon them, or telling a young person they are evil or possessed. The young person may also accept the abuse if they are coerced into believing they are possessed.



- **Neglect:** in the form of failure to ensure appropriate medical care, supervision, regular school attendance, good hygiene, warm and clean home environment and nourishment.
- **Sexual abuse:** young people abused in this way may be particularly vulnerable to sexual exploitation, perhaps because they feel powerless and worthless and feel they will not be believed if they tell someone about the abuse.

In working to identify such child abuse or neglect it is important to remember every young person is different. Some young people may display a combination of indicators of abuse whilst others will attempt to conceal them. In addition to the factors above, there are a range of common features across identified cases. These indicators of abuse, which may also be common features in other kinds of abuse, include:

- a young person's body showing signs or marks, such as bruises or burns, from physical abuse
- a young person becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other young people
- deterioration of a young person's personal care – for example through a loss of weight, being hungry, turning up to school without food or lunch money, stealing food, or being unkempt with dirty clothes and even faeces smeared on to them
- lack of concern or close bond between the young person and his or her parent/carer
- a young person's attendance at school becoming irregular or the young person being taken out of school altogether without another school place having been organised, or a deterioration in a young person's performance at school
- a young person reporting that they are or have been accused of being 'evil', and/or that they are having the 'devil beaten out of them'.

Forced marriage

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

Staff can contact the Forced Marriage Unit if they need advice or information. Tel: 020 7008 0151 or email: fmfmu@fco.gov.uk.

'Honour-based' Abuse

'Honour-based' Abuse (HBA) is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The 'honour' code which it refers to is set at the discretion of male relatives, and women who do not abide by the 'rules' are then punished for bringing shame on the family.

'Honour-based' Abuse is a violent crime. It might be considered against people who:

- become involved with a boyfriend/girlfriend from a different culture/religion
- want to get out of an arranged marriage or forced marriage
- wear clothes or take part in activities that might not be considered traditional with a particular culture



Should anybody have any concerns regarding HBA, the police should be contacted on 101.

Female Genital Mutilation (FGM)

Under the Keeping Children Safe in Education September 2020 update guidance, and in line with local safeguarding training, all staff are trained in spotting signs of any young person who is at risk of female genital mutilation.

Staff are required to be vigilant in recognising signs that a young person may have been subject to female genital mutilation, indicators may include:

- having difficulty walking, sitting or standing
- spending longer than normal in the bathroom or toilet
- displaying unusual behaviour after an absence from school
- be particularly reluctant to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

Some indicators of a young person at immediate risk of female genital mutilation include conversations about:

- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK
- asking an adult for help
- running away from home or missing school.

All staff are aware, that from 31st October 2015 the FGM mandatory reporting duty became a legal duty within the FGM Act 2003, where regulated health and social care professionals and teachers in England and Wales are required to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

For the purposes of the duty, the relevant age is the girl's age at the time of the **disclosure/identification of** FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

Should anybody have concerns regarding FGM, or if a disclosure has been made, they must personally report to the police on 101, and then inform the DSL. They must also inform the FGM helpline on 0800 028 3550.



Preventing Radicalisation

Young people are vulnerable to extremist ideology and radicalisation. Protecting young people from this risk is part of our school's safeguarding approach.

- Extremism is an opposition to our fundamental values including democracy, the rule of law, individual liberty and respect and tolerance of different faiths and beliefs.
- Radicalisation is the process by which a young person supports terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people. The use of threat is for the purpose of actioning a political, religious or ideological case.

Indicators may include:

- influence such as family and friends
- social media or the internet
- changes in behaviour

The Prevent Duty

As set out in the non-statutory advice for schools and childcare providers in 'The Prevent Duty' (June 2015), John Kyrle High School follows a policy (in-line with the Child Protection procedure) of reporting incidences that pertain to the potential of a young person being given over to extremist views or ideologies. The school's safeguarding principles apply to keeping young people safe from the risk of extremism, radicalisation and terrorism.

The school aims and helps to build young people's resilience to extremism, radicalisation and terrorism through the promotion of fundamental British Values and associated areas across the curriculum.

There are different views about whether or not there are 'tell-tale' signs of what a young person is being exposed to or seeking information from extremists or being radicalised. The Home Office guidelines, encourage those working with young people to follow a simple process:

- **Notice** – has a young person's behaviour, talk or actions changed?
- **Check** – if you think it has, check it out with someone else who knows them.
- **Report** – if there is evidence of an issue or concern, report it to the DSL/DDSL who will take appropriate steps

Staff should never offer confidentiality if a young person discloses something relating to their vulnerability to being drawn into extremist action; staff should listen and avoid leading questions. They should write down the facts as soon as possible and report any concerns to the DSL. Should a referral be made to the Prevent team then it may be possible to support young people via the Channel support programme.

- The Prevent strategy within the council contact is: ct1@herefordshire.gov.uk – Carol Trachonitis.
- DS Phil Colley is the Force's lead
- Chair of the panel on the council is Neville Meredith

All staff receive online training in regards to Prevent.



Multi-agency working

John Kyrle High School has a pivotal role to play in multi-agency safeguarding arrangements. Trustees ensure that the school contributes to multi-agency working in line with the statutory guidelines *Working Together to Safeguard Children 2019*.

Safeguarding patterns

The local authority, a clinical commissioning for an area within the local authority and the chief of police for a police area within the local authority will work with relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

JKHS trustees, the senior leadership team and the DSL and DSL will follow the new arrangements from September 2020. JKHS will supply information as requested by the safeguarding pattern.

Information sharing

Information sharing helps to ensure young people receive the right services at the right time. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse and neglect. The DfE document on information sharing can be viewed at <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

School staff are proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of young people. This includes allowing staff to share information without consent where there is good reason to do so and where the sharing of information will enhance the safeguarding of a young person of a young person in a timely manner. It cannot reasonably be expected that a staff member will gain consent, if to gain consent would place a young person at risk.

Where a young person leaves school, any information of a safeguarding nature is transferred to the new school or college.

Contact Details

The Designated Safeguarding Lead (DSL) for the school is:

Mrs Trixie Clarke – 01989 760391 or trixieclarke@jkhs.org.uk

The Deputy Safeguarding Lead (DDSL) for the school is:

Mr Mark Croad – 01989 760386 or markcroad@jkhs.org.uk

The Prevent lead for the school is:

Mr David Boyd – 01989 764358 or davidboyd@jkhs.org.uk

The e-safety coordinator for the school is:

Mr David Boyd - 01989 764358 or davidboyd@jkhs.org.uk

The safeguarding / e-safety trustee for the school is:

Mrs Kate Nicholls – 01989 764358 or katenicholls@jkhs.org.uk

The LAC (looked after young people) lead for the school is:

Mrs Trixie Clarke – 01989 760391 or trixieclarke@jkhs.org.uk



The mental health/well-being lead for the school is:

Mrs Trixie Clarke – 01989 760391 or trixieclarke@jkhs.org.uk

The well-being trustee for the school is:

Mrs Julie Markey – 01989 764358 or juliemarkey@jkhs.org.uk

The virtual school headteacher (looked after young people) is:

Hilary Jones – 01432 260579 or VirtualSchool@herefordshire.gov.uk

The LADO (Local Authority Designated Officer) is:

Terry Pilliner – 01432 261739 or lado@herefordshire.gcsx.gov.uk

***Herefordshire Safeguarding Child Board: Multi-Agency Safeguarding Hub (MASH)
(Children's Social Care)***

01432 260800 or Emergency Out of Hours – 01905 768020 or <http://hscb.herefordshire.gov.uk>

Gloucestershire Safeguarding: Front Door

01452 426565 (Option 1)

The Prevent Co-ordinator for Herefordshire Council is:

Neville Meredith – 01432 383628 or nmeredith@herefordshire.gov.uk

NSPCC Helpline:

0800 028 0285 or help@nspcc.org.uk

Child Line:

0800 1111

National FGM Helpline:

0800 028 3550

Police:

101. Ring 999 if a child is at immediate risk.

Mental health and well-being for school staff

1. John Kyrle High School look after staff, so that they can do their best work. Because when staff do their best work, young people feel safe, supported and can achieve more.

Resources to ensure that school leaders support staff mental health and wellbeing:



2. Education Support Partnership

The Education Support Partnership is the UK's only charity dedicated to improving the health and wellbeing of the entire education workforce.

There are many stresses on those who work in education – a challenging young person, low mood, stress and depression, personal financial worries and many more. The Education Support Partnership runs a free and confidential 24-hour helpline for education staff. No issue is too big or too small.

Education Support Partnership Helpline 08000 562 561

Website: www.educationsupportpartnership.org.uk

Other services include; email support and live chat, information and advice, and a confidential grants service to help with financial worries.

3. Stress Test <http://bewellteachwell.org.uk/self-evaluation>

The Education Support Partnership website contains many resources, including an individual assessment designed to give an indication of the kinds of stress and wellbeing issues that may affect a person. The stress test is intended to help people reflect on their own experience of stress and pressure, and to find ways of improving wellbeing at work and home. There are three sections to complete and you will get an instant result for each section.

IMPORTANT - Note that this is not a clinical tool and if it indicates that there are symptoms or concerns about your physical or mental health, you should always consult with your GP.

4. At school it is important that leaders and managers maintain the balance and ensure that both young people and staff feel supported. We recognise staff are affected by a huge range of everyday issues including family illness, stress or financial problems. Leaders would encourage staff to discuss any thoughts or worries they may have.

View the '[10 Keys to Happier Living](#)' poster from Action for Happiness

This policy will be reviewed annually with the relevant staff and agencies. The chair of trustees will be appraised of incidents.

| | |
|---------------------------------|---------------|
| Senior Leadership Group member: | Trixie Clarke |
| Link trustee: | Kate Nicholls |
| Reviewed date: | Summer 2020 |
| Next school review: | Summer 2021 |

