



Alderman Knight

Safeguarding Children/Child Protection Policy

Date Reviewed	September 2021
Reviewed By	Alex Cameron, DSL
Next Review Due	September 2022
Ratified by Governors	FGB September 2021

The Designated Safeguarding Leads (DSLs) are:

<p align="center">Clare Steel <i>Head Teacher</i> csteel@aldermanknight.gloucs.sch.uk 01684 295 639 07557 365 998</p>	<p align="center">Ceri Jones <i>School Business Manager</i> cjones@aldermanknight.gloucs.sch.uk 01684 295 639</p>	<p align="center">Alex Cameron <i>DSL & KS4 Pastoral Manager</i> acameron@aldermanknight.gloucs.sch.uk 01684 295 639</p>
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The Safeguarding Governor is:	The Chair of Governors is:	The Head Teacher is:
<p align="center">Anne Bartholomew abartholomew @aldermanknight.gloucs.sch.uk</p>	<p align="center">David Street dstreet@aldermanknight.gloucs.sch.uk</p>	<p align="center">Clare Steel csteel@aldermanknight.gloucs.sch.uk 01684 295 639 07557 365 998</p>

Other named staff and roles:

Designated Teacher for Children Looked After:	Hannah Silverthorn
DSL for Children in Care:	Clare Steel
E-Safety Co-ordinators:	Alex Cameron & Hannah Shaw
Single Point of Contact (SPOC):	Alex Cameron

Local Authority Designated Officer (LADO):	Nigel Hatton - 01452 426 994
Multi-Agency Safeguarding Hub (MASH):	01452 426 565

In an emergency always ring 999

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Introduction

Alderman Knight School aims to create and maintain a safe environment for children and to manage situations where there are child welfare concerns. School staff, through their day-to-day contact with children and work with families, have an important role to play in noticing indicators of possible abuse or neglect. School staff are particularly important as they are in a position to identify concerns early and provide help for children, preventing concerns from escalating or referring those concerns through the procedures outlined in this document.

Our Safeguarding Responsibility

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. The school has clearly laid down and recognised procedures for dealing with abuse or suspected abuse which is in line with recommendations made by the **Gloucestershire Safeguarding Children Partnership (www.gscb.org.uk)**, Keeping Children Safe in Education (September 2021), Working Together to Safeguard Children (July 2018) and the PREVENT Duty (June 2015).

Safeguarding can be summarised as:

- 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
- Taking action to enable all children to have the best possible outcomes

As well as protecting children from deliberate harm, safeguarding also relates to other aspects of school life including:

- Health and safety
- De-escalation and any subsequent use of reasonable force
- Meeting the needs of pupils with medical conditions/requirements
- Educational visits
- Intimate Care
- E-safety

Alderman Knight School accepts that abuse, in whatever form, always constitutes serious harm to the child. All those involved with the provision of education at the school need to be alert to the possibility of abuse and have knowledge of and use without delay, the system in place for dealing with actual or suspected abuse.

The School, through its Pastoral Support system and Personal Development curriculum, will do its very best to help children to understand what is and is not acceptable behaviour towards them. It will teach children about staying safe from harm and how to speak up if they have worries or concerns. In addition, the school have adopted the Gloucestershire Healthy Living and Learning PINK Curriculum to support the development of the necessary skills and knowledge that our children need to lead a happy, safe, healthy life. The curriculum covers e-Safety, Health and Wellbeing, Safe Relationships and Living in the Wider World.

Our policy applies to all staff, including temporary staff, supply staff, governors and volunteers working in the school.

Young people with disabilities may be especially vulnerable to abuse for a number of reasons. Some disabled children/young people may:

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- Have fewer outside contacts than other children/young people.
- Receive intimate personal care, possibly from a number of carers, which may both increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries.
- Have an impaired capacity to resist or avoid abuse.
- Have communication difficulties that may make it difficult to tell others what is happening.
- Be inhibited about complaining because of a fear of losing services.
- Be especially vulnerable to bullying and intimidation and/or more vulnerable than other children/young people to abuse by their peers.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard our pupils. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Full 'Team Teach' training is provided to all staff to ensure all 'positive handling' is conducted in a manner that is safe for both our pupils and staff. Further information is detailed in our Behaviour Support Policy.

Staff at Alderman Knight School are aware of our pupil's additional vulnerabilities and the additional considerations required to safeguard them.

Roles and responsibilities of the Safeguarding Team

The Designated Safeguarding Leads (DSL) are Clare Steel, Ceri Jones & Alex Cameron.

DSLs have a complete safeguarding picture of the school. They are the most appropriate staff to advise on the school's response to any safeguarding concern and lead on Early Help considerations. The DSL's have responsibility for the following:

- Referring a child if there are concerns about possible abuse, to the GSCP, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi-Agency Referral Form (MARF)
- Keeping chronological written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- Ensuring that an indication of the existence of the additional file referred to above is marked on the pupil records (file) with a red sticker on the spine and front, and on the schools MIS, where the child has been subject of a MARF referral, a historical concern, a Child Protection or Child in Need plans.
- Liaising with other agencies and professionals.
- Ensuring that either they or another staff member attend case conferences, core groups, or other multiagency planning meetings, contribute to assessments, and provide a report which has been shared with the parents where appropriate.
- Ensuring that any pupil currently with a Child Protection Plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection induction, and update training at least every 3 years, preferably annually, for all school staff.
- 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 school staff. This may include ensuring that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort. DSLs should support 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.

- Providing regular updates to the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)

The Nominated Governor for Child Protection is Anne Bartholomew.

The Nominated Governor is responsible for liaising with the Head Teacher and DSLs over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.

The Nominated Governor will liaise with the Head Teacher and the Designated Safeguarding Lead to produce regular updates for governors and complete the annual local authority (Section 175) Audit. The Chair of Governors, David Street, is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

Safeguarding Procedures

Reporting to the DSL

Any member of staff who, through a child's behaviour or appearance, becomes concerned of abuse or neglect or is told that abuse has taken place, should immediately inform Clare Steel, Alex Cameron or Ceri Jones (the Designated Safeguarding Leads). In the unlikely event that none of the named individuals are in school, and the matter requires urgent attention, Clare, Alex and Ceri are contactable via telephone. Should they not be available, the matter should be referred to the most senior member of staff in school.

Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should never assume that other professionals will share information that might be critical in keeping children safe.

If a child begins to talk about an abusive incident, he/she should be allowed to speak. No leading questions should be asked or words suggested. The concern or the child's comments should be accurately and legibly recorded in writing. Staff must not promise confidentiality to the child. Staff should try their best to reassure the pupil that they are taking the concern seriously and the school will support them. The information should be followed up with a completed account recorded on the school's Safeguarding recording system, CPOMS.

The School's Response

The DSL will consider all the information available and decide on the most appropriate course of action, as defined by the GSCP 'Levels of Intervention' guidance. Possible outcomes are:

- Managing support for the child internally, for example via the school's Pastoral Team
- Carrying out an Early Help Assessment
- Making a referral to statutory services (such as the Children's Helpdesk). In this instance, the designated person may be asked to arrange for the child to be further interviewed to substantiate the concern. A social worker, after consulting with his/her manager, may ask for arrangements to be made for him/her to interview the child with a member of the school staff.

If the child is felt to be in any danger, he/she may not be allowed to go home.

Any discussions with the social worker should involve consideration of how, when and by whom, and whether the parents should be informed of the concern. There should be consideration on the one hand to the need to protect the child and on the other, the duty placed upon both the Social Care team and the

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Education Department to work in partnership with parents wherever possible. Normally the Social Care team will take responsibility for informing the parents.

A clear and comprehensive summary of all concerns, details of how the concern was followed up and resolved, and a note of any action taken are stored on the Safeguarding system (CPOMS) and in hard copy by the DSL.

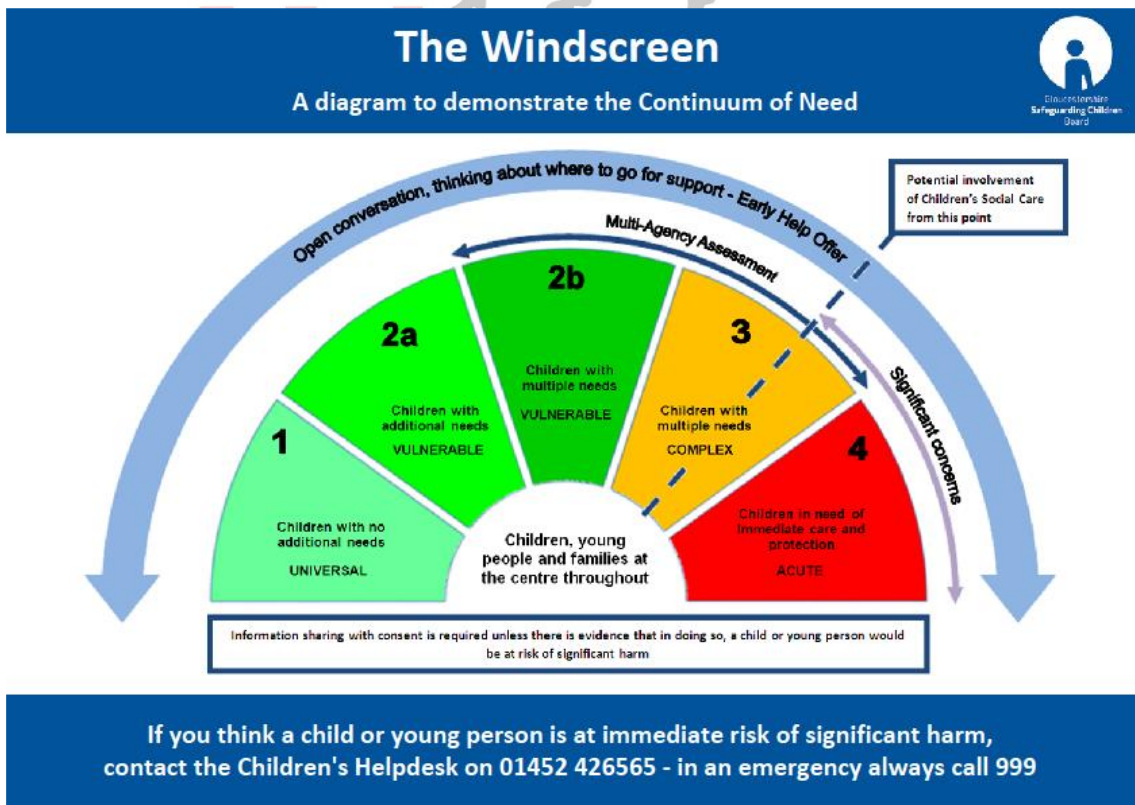
N.B. Suspicion of sexual abuse should not be shared with anyone who may be suspected of the abuse without consultation with the Safeguarding Children Service, social care or the police.

Concerns regarding poor Mental Health

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. In circumstances in which a pupil's mental health is a concern the school will make a referral to an appropriate agency, such as CAMHS or Teens in Crisis. This referral will be submitted in collaboration with the pupil's social worker, if they have one.

Levels of Intervention

GSCP provides all services with guidance on how to respond to concerns and details the most appropriate degree of support to meet the child's needs. Full guidance is provided in the 'Level of Intervention Guidance' document. A brief illustration of how GSCP categorise need is shown in their 'Windscreen' diagram:



Allegations and Concerns raised in relation to staff

Alleged abuse by a member of staff, a volunteer or supply staff

If a complaint is made against a member of staff, a volunteer or supply staff, the DSL should immediately contact the Head teacher. They must then in turn contact the Local Authority Designated Officer, Nigel Hatton at the Safeguarding Children Service, Shire Hall Tel **01452 426994**. Please also refer to the local authority Confidential Reporting Procedure (whistle-blowing policy).

Alleged abuse by Head teacher

If a complaint is made against the Head teacher, the DSL or the designated governor should immediately contact the Local Authority Designated Officer, Nigel Hatton on **01452 426994**.

This action is not only required by GSCP Procedures, but is in the interests of the Head teacher.

In all cases of suspected child abuse, the school will co-operate with other agencies, for example, by attending case conferences, supplying information, monitoring behaviour.

Please also refer to the local authority Confidential Reporting Procedure (whistle-blowing policy).

Single Central Record, DBS & Prohibition Checks

The school holds a single central record for all staff, governors and volunteers who work with pupils at the school. Identity checks, eligibility to work checks and enhanced DBS disclosures are carried out for all staff. All qualified teachers have undergone the DfE Prohibition Checks.

Forms of Abuse

Abuse and neglect are forms of maltreatment of a child. 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 or in an institutional or community setting; by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults or another child or children. All types of abuse outlined below are forms of significant harm.

There are no absolute criteria on which to rely when judging what constitutes Significant Harm but consideration should be given to the following:

- The severity of ill-treatment which may include the degree and extent of physical harm including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- The duration and frequency of abuse and neglect;
- The extent of premeditation.

The following outlines specific forms of harm:

Physical abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing 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, though it may also occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. 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 'upskirting', involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Peer on Peer / Child on Child Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse, when a child abuses another child. The types of abuse include, but may not be limited to, bullying (including cyberbullying), gender based violence, sexual assaults and harassment, physical abuse or sexting. **Staff should be aware of the implications and ensure that any type of abuse should never be tolerated or passed off as 'banter' or 'just having a laugh'.** Policy and procedures outlined within the Behaviour Support and Anti-bullying and Hate policies with regards to peer on peer abuse. Peer on peer abuse may include the following:

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- 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; sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Child Sexual Exploitation

Child Sexual Exploitation (CSE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity.

This could potentially be:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Children involved in any form of sexual exploitation should be treated primarily as the victims of abuse and their needs carefully assessed. The aim should be to protect them from further harm and they should not be treated as criminals. The primary law enforcement response should be directed at perpetrators who groom children for sexual exploitation. If any member of staff has concerns that young person is potentially the victim of CSE then this should be reported to the DSL without delay.

Child Criminal Exploitation & County Lines

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity.

This could potentially be:

- In exchange for something the victim needs or wants
- For the financial or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

There are increased concerns nationally regarding children and young people's involvement in criminal networks, gangs and serious violence. All our staff are trained in this area and to identify any key indicators exhibited by our pupils.

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

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

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

Radicalisation and Extremism

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

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

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

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that 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 may include the designated safeguarding lead making a Prevent referral.

The school’s designated safeguarding lead should be aware of local procedures for making a Prevent referral.

Alderman Knight School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. **The SPOC for Alderman Knight School is Alex Cameron.**

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Honour Based Violence including Female Genital Mutilation (FGM), Breast Ironing and Forced Marriage

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

Female Genital Mutilation

Female Genital Mutilation (FGM) is a collective term for procedures, which include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. It is an extremely harmful practice that violates the most basic human rights.

Female circumcision, excision or infibulation was made illegal in this country by the Prohibition of Female Circumcision Act 1985, except on specific physical and mental health grounds. The Female Genital Mutilation Act 2003 strengthens and amends the 1985 legislation. It makes it an offence for the first time for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal.

FGM involves the use of instruments to circumcise, mutilate or alter female genitalia, without reference to medical or surgical procedures, and with or without the supervision of a registered medical practitioner. This practice is not required by any major religion. The practice is illegal and medical evidence indicates that FGM causes harm to those who are subjected to it. Girls may be circumcised or genitally mutilated illegally by doctors or traditional health workers in the UK, or sent abroad for the operation.

A child may be considered to be at risk if it is known that older girls in the family have been subject to the procedure. FGM is typically performed on girls aged between 4 and 13, although in some cases it is performed on new born babies or young women prior to marriage or pregnancy. Pre-pubescent girls of seven to ten are the main subjects, though the practice has been reported amongst babies.

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Breast Ironing

Breast Ironing or Breast Ironing is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage.

If Alderman Knight School is informed that a child has been or may be subject to any of these practices, a referral must be made to Children's Services

Children Missing Education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Local authorities have a duty to identify children of compulsory school age who are missing education in their area. Alderman Knight School and its staff recognise their duty to co-operate with local authorities in this regard. A child missing from education is a potential indicator of abuse or neglect. The school has in place appropriate safeguarding policies and procedures for children who go missing from education, particularly on repeat occasions. Alderman Knight staff are alert to signs to look out for of potential safeguarding concerns, such as travelling to conflict zones, FGM and forced marriage. Staff maintain an admissions and attendance register for this purpose and the school understands its duty to inform the local authorities (both placing authority and Gloucestershire CC) of any pupil who is going to be deleted from the admissions register.

Domestic Abuse

The cross-government 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; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Sexual Harassment, including 'Sexting' and 'Upskirting'

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

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges 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) 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. It may include:
 - Non-consensual sharing of sexual images and videos
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media;
 - Sexual exploitation; coercion and threats; and
 - Upskirting.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Sexting is addressed within the PINK curriculum.

Child on Child Sexual Violence

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.

Allegations of such activity are given an immediate response by the Safeguarding Team. A risk assessment is conducted to determine the most appropriate response, of either:

- Support is provided within the school

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- Early Help referral is submitted
- MARF is submitted to the MASH
- The activity or incident is reported to the Police

Supporting the victim is the highest priority throughout our response. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff Training

All newly appointed staff are required to read and understand the School's Safeguarding Children/Child Protection Policy as part of their Induction Process.

All staff will undertake the Level One Child Protection training and then subsequent refresher training every 3 years and will be involved in awareness raising and/or school-based training in issues of safeguarding children (including e-safety). All staff have undertaken online PREVENT training and the associated certification is kept on file

The Designated Safeguarding Leads will receive Advanced Practitioner training and refreshers (two-yearly) as well as specific training in relation to their role.

All staff read Keeping Children Safe in Education (September 2021), the Guide to Safer Working Practice, and the Acceptable Use Policy annually and sign to say they have read and understood each document. Further refresher training is carried out at least annually.

Please read this policy in conjunction with the Health and Safety, Safer Recruitment, Behaviour Support, e-Safety and Anti-Bullying & Hate Policies.

This policy will be reviewed annually and will be updated in line with any new recommendations/ legislation as it is made available to schools.

Timetable for Review	Annually	2 Years	3 Years	4 Years
Status	Statutory	Gloucestershire CC		School
Circulation	Website	Weduc	SAM	School Office

Table of Review and Modifications

Date Reviewed	Page Number of Changes	Summary of Changes Made
26 th November 2020	Whole Document	Minor changes to references to mental health and child on child sexual abuse
15 th August 2021	Whole Document	Key updates relating to KCSIE 2021

		Minor re-phrasing of terms and removal of references to WRAP Training



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