

Farrowdale House

INDEPENDENT PREPARATORY SCHOOL

Proprietors:
Mrs S. Hall & Mrs Z. Campbell
Head Teacher:
Mrs Z Campbell BA Hons PGCE



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Safeguarding and Child Protection Policy

This policy is applicable to the whole school, including the EYFS

It is reviewed at least annually and made available to parents on request and on the school website.
Reviewed September 2025

Key Contacts

Headteacher – Zoe Campbell
Proprietor/ Deputy Designated Safeguarding Lead – Suzanne Hall
Designated Safeguarding Lead – Emma O'Donnell
Deputy Designated Safeguarding Lead – Chelsey Ashcroft

Sources of Support and Information

National Numbers

Child Protection NSPCC Helpline 0808 800 5000
Childline 0800 11111
Kidscape 020 77303300 www.kidsacpe.org.uk
Mental Health-National al Young Minds 0808 802 5544 www.youngminds.org.uk
Mental Health Foundation 020 7803 1100 www.mentalhealth.org.uk
Mind 0300 123 3393 www.mind.org.uk
Parent line plus 0808 800 2222 www.familylives.org.uk
Child Exploitation and Online Protection 0870 000 3344 www.ceop.gov.uk

Local Numbers

School Designated Safeguarding Lead (Mrs E O'Donnell) 01706 644 533 eodonnell@farrowdale.com
School Deputy Designated Safeguarding Lead (Mrs C Ashcroft) 01706 644 533 cashcroft@farrowdale.com
School Deputy Designated Safeguarding Lead (Ms Hall) 01706 644 533 suzanne@farrowdale.com
Oldham Out of Hours Duty Team 0161 770 6936
Oldham LADO (Local Authority Designated Officer) Collete Morris 0161 770 8870
Oldham Multi-Agency Safeguarding Hub 0161 770 7777 child.mash@oldham.gov.uk
Domestic Abuse Helpline 0161 636 7525
Safeguarding Lead for Schools David Devane 0161 770 8868

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. It can also include issues such as health and safety, use of reasonable force, meeting the needs of pupils with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security – taking into account local context.

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

Legislation and guidance

This policy has been written with regard to:

- [Keeping Children Safe in Education](#) (September 2025) (KCSIE)
- KCSIE incorporates the additional statutory guidance, [Disqualification under the Childcare Act 2006](#) (September 2018)
- [Working Together to Safeguard Children](#) (July 2022) (WT)
- [Working together to improve school attendance](#) (August 2024)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (September 2021)
- [Prevent Duty Guidance: for England and Wales](#) (April 2021) (Prevent)
- [The use of social media for on-line radicalisation](#) (July 2015)

Related Policies

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as staff conduct, health and safety, bullying, online safety, arrangements for meeting medical needs, providing first aid and/or intimate care, drugs and substance misuse, positive behaviour management, and the use of physical intervention and restraint. This document must therefore be read, used, and applied alongside the school policies and procedures referred to below:

- The Single Central Record of identity, qualification, and vetting checks for all staff and volunteers.
- The staff recruitment and selection processes, in line with the Children's Workforce Development Council procedures.
- The guidelines for visitors.
- The E-safety and Information Technology Acceptable Use Policy.
- Staff Behaviour Policy or Code of Conduct (whichever applies to the school).
- Data Protection Policy.
- The Behaviour and Anti-bullying Policy.
- The Health and Safety Policy.
- The Whistleblowing Policy
- The RSE Policy
- The PSHE Policy

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1. Purpose of Policy

Farrowdale House Independent School fully recognises its responsibilities for safeguarding children. Our students' welfare and safety are at the heart of our school's ethos and in everything we do and are clear that safeguarding is everyone's responsibility.

In this policy, a 'child' means all children and young people below 18 years of age.

In accordance with relevant law and guidance, as set out below in the second section, this policy details our procedures for safeguarding and child protection. It is applicable to the whole school community. Safeguarding and promoting the welfare of children is everyone's responsibility, whether they work or volunteer in the school. Everyone has a role to play in child protection and safeguarding.

'There are three main elements to our Safeguarding Policy'.

- (a) Prevention: (e.g., positive school atmosphere, teaching and pastoral support to pupils).
- (b) Protection: (By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns).
- (c) Support: (To pupils and school staff and to children who may have been abused).

All staff and volunteers will ensure that their approach and actions are child-centred. This means that they'll consider, at all times, what is in the best interests of the child. Because of the day-to-day contact with students, school staff and volunteers are well placed to observe signs of harm, abuse, neglect, peer on peer sexual violence and sexual harassment, victimisation and/or exploitation.

Farrowdale House Independent School ensures that arrangements are in place to safeguard and promote the welfare of students by:

- Creating and maintaining an environment where all students feel secure, are encouraged to communicate, and are listened to.
- Making sure that all students know which adults in the school they can approach if they have any worries. Our Designated Safeguarding Lead is Mrs Ashcroft and our Deputy Designated Safeguarding Lead is Ms Hall. Our Early Years Designated Safeguarding Lead is Mrs Ashcroft and our Deputy Designated Safeguarding Lead is Ms Hall. These are displayed on posters in school.
- Teaching students to keep themselves safe from all forms of abuse including: child sexual exploitation, female genital mutilation, forced marriage, extremism, radicalisation, and peer on peer abuse including sexual violence and sexual harassment.
- Appointing senior members of staff from the school leadership team to the roles of Designated and Deputy Safeguarding Leads.
- Providing effective, relevant and ongoing training and development for all staff. This is delivered annually through an online provider as well as ongoing updates provided weekly during term-time.
- Swiftly and effectively addressing any concerns and ensuring robust, timely referrals are made to other agencies. Ensuring effective links with relevant agencies in all matters regarding safeguarding and child protection.
- Operating safeguarding procedures in line with local safeguarding partners available through the Oldham Multi-Agency Safeguarding Hub.
- Reviewing and supporting students who are subject to child protection plans and contributing to the implementation of the plan.
- Keeping meticulous, written records of concerns about students, even where there is no need to refer the matter immediately (this includes recording dates, times, people responsible, and

- actions), and ensuring all records are kept securely and shared appropriately.
- Ensuring the suitability of all staff through safe recruitment practice and maintaining an accurate and up to date Single Central Register.
- Making sure that all school staff and volunteers understand their responsibilities with regard to safeguarding and child protection.
- Ensuring that parents and carers also have an understanding of the responsibility placed on the school and its staff for safeguarding and child protection.
- Maintaining awareness of those students who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols.
- Maintaining clear procedure in line with the latest guidance for reporting allegations against staff members.
- Appropriate filters DrayTek and monitoring systems are in place and these are managed by Posisoft; however, we are careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching, remote learning and safeguarding

Furthermore, Farrowdale House Independent School recognises that:

- Some students are at increased risk of abuse.
- Some students face additional barriers with respect to recognising or disclosing abuse.

The school is committed to recognising diversity and ensures anti-discriminatory practices. We ensure that all students have the same protection. We give special consideration to students who:

- Have special educational needs (SEN) or disabilities (further information is in section 9).
- Are young carers.
- Show signs of mental health problems.
- Are missing education.
- May experience discrimination due to their race, ethnicity, religion, gender identification, or sexuality.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Have English as an additional language.
- Are known to be living in difficult situations e.g. where there are issues at home, such as: substance abuse/misuse or domestic violence or where a family member has mental health needs.
- Are at risk due to either their own or a family member's mental health needs.
- Are within the care system and are looked after or have been previously looked after or have a social worker.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- has returned home to their family from care
- is showing early signs of abuse and/or neglect;
- is a privately fostered child.

Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) more than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and
- Communication barriers and difficulties in managing or reporting these challenges

2. Safeguarding Children

Farrowdale House Independent School recognises that safeguarding covers a broad range of areas and it aims to achieve the following:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health and/or development.
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role so as to enable children to have optimum life chances, so they can enter adulthood successfully

As part of meeting a child's needs, Farrowdale House Independent School:

- Recognises that sharing information, particularly with safeguarding partner agencies and other professionals, in a timely manner is crucial in identifying and tackling all forms of abuse and neglect. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- Recognises that, to facilitate the sharing of 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Will identify children who may benefit from the Early Help process and make timely disclosures to the Local Authority to enable that process to begin.
- Will work with safeguarding partners and other professionals to assist with these assessments and work flowing from these assessments.
- Recognises that mental health issues can be an indicator of abuse and neglect and will share any such concerns appropriately.
- Will identify students who may be suffering from significant harm and make child protection referrals and/or contact the police.
- Will identify students who need extra help and make appropriate referrals, including to early help service, to prevent concerns escalating.

Farrowdale House Independent School also understands the importance of contextual safeguarding, i.e. that incidents or behaviours can be associated with factors outside the school and can occur between children outside of school. All staff should be considering the context within which such incidents and behaviours occur. This is known as contextual safeguarding and simply means that assessments should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

3. Responsibilities

Farrowdale House Independent School recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children.

All staff working (including visiting staff) are required to:

- Read and understand Part 1 or Annex A (a condensed version of Annex A) and Annex B of the Department for Education's statutory safeguarding ~~guide~~, Keeping Children Safe in Education, and review this guidance at least annually.
- Be aware of our child protection and safeguarding policy and procedures, including referrals to statutory agencies. They must understand the role of the DSL and know how to deal with children missing from education.
- Observe and comply with the staff code of conduct.
- Attend all relevant training and development provided by the school and be aware of all their responsibilities in line with Keeping Children Safe in Education 2025.
 - This training includes Safeguarding Young People, Online Safety, The Prevent Duty, Female Genital Mutilation Awareness and Raising Awareness of Child-on-Child Abuse.
- Know how to deal with a disclosure. If a student discloses to a member of staff that they are being abused, the staff member should follow the guidance set out in Appendix 1.
- Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) or in their absence, the Deputy, in line with the Child Protection Procedures and legal duty for reporting FGM as set out in this policy.
- Understand the school's management policy and procedure and knows what to do in the event of an allegation made against someone working with children.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to child-on-child abuse as outlined in this policy. Further information can be found in Appendix 2.
- Know the Designated and Deputy Safeguarding Lead's name and contact details including email.
- Be aware of the early help process. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment including CAF or TAC approaches and, in some cases, acting as the lead professional in undertaking an early help assessment.

The Proprietors will:

- Be responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored.
- Meet regularly with the DSL and keep minutes of these meetings.
- Ensure that the DSL has appropriate time, funding, training, and resources to fulfill all of their functions and ensure adequate cover in the event that the DSL isn't available.
- Ensure that everyone connected to the school is aware of this policy including safeguarding and child protection procedures.
- Ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns, and can make appropriate referrals, including to early help services.
- Communicate clearly to visitors, parents, and students so everyone understands the school's safeguarding policy and procedures.

- Appoint a DSL and Deputy DSL giving consideration to the range of responsibilities the DSL undertakes, e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
- Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff online areas and the website (along with this policy).
- Ensure safe recruitment practice is followed when recruiting for posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- Ensure the school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of students and staff at the school.
- Ensure the relevant staffing ratios are met, where applicable

The Designated Safeguarding Lead is responsible:

- Being available for all staff to discuss any safeguarding issues or concerns.
- Ensuring all staff are aware of the DSL and deputy contact details.
- Ensuring that all cases of suspected or actual problems associated with child protection or safeguarding concerns (including cases where the early help process may be appropriate) are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Head Teacher appraised
- Ensuring the school's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance outlined in Appendix 3 and 4 of Keeping Children Safe in Education (2025) (See Appendix 4)
- Being aware of the latest national and local guidance and requirements and keeping the Head Teacher and staff informed as appropriate.
- Attending accredited, enhanced training each year, as required to fulfil the role.
- Ensuring that appropriate training for staff (including periodic updates via e-bulletins, email, or as part of staff meetings) is organised according to the agreed programme with the Head Teacher and renewed through ongoing professional development.
- Ensuring families are fully aware of the school policies and procedures and kept informed and involved.
- Ensuring that effective communication and liaison takes place between the school and the Local Authority or partner agencies, and any other relevant agencies, where there is a Safeguarding concern in relation to a student.
- Ensuring that all staff have an understanding of specific safeguarding issues as outlined in Appendix 2.
- Maintaining details of any looked after child's social worker and attend training as relevant.
- Dealing with allegations of abuse, including assessments for early help, in accordance with local and statutory procedures.
- Supporting the staff member in liaising with other agencies and setting up an interagency assessment as appropriate if early help is appropriate.
- Ensuring that adequate reporting and recording systems are in place.
- Ensuring relevant records (and further information not contained in the child's child protection file) are passed on appropriately when students transfer to other schools, or are being educated at alternative provision or off-site education.
- Being aware of children who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the school and ensures liaison to support the welfare and safety of the child.
- Undertaking the Children and Safeguarding Board Executive (LSBC) annual safeguarding audit.
- Referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Contributing and helping other staff to contribute to early help assessments.

- Meeting regularly with the Head Teacher to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate. Safeguarding matters arising will be discussed routinely at each staff and/or Senior Leadership Team (SLT) meeting.

Listening to Children

At Farrowdale, we monitor pupil welfare, keep accurate records, communicate with our families and parents and notify appropriate agencies when necessary.

The voice of the child is paramount; therefore, our pupils are actively involved in safeguarding development. There is an established school council which works with staff in order to develop aspects of safeguarding through discussing safeguarding, school curriculum, the school environment and displays.

We consult with our pupils in a variety of methods. These include; discussing in our PSHE lessons in line with our RSE policy, taking part in special events such as Anti-Bullying Week, Children's Mental Health Week amongst others, assemblies, school council and our school worry box. Our school worry box is checked daily, and children are encouraged to either write their worry and name, or if they are younger to just write their name which will lead to either the class teacher or a member of the safeguarding team speaking with them. If necessary, this will be logged on a cause for concern form.

The children in our school are made aware that there are adults whom they can approach if worried or in difficulty. There are safeguarding posters in every classroom with photographs of the DSL and DDSL.

There is adequate signposting to external sources of support and advice for staff, parents and pupils in the front reception area and in the staff room.

As a staff we actively encourage the children to speak to any member of staff about any concerns that they may have. The children are also told that this person may be the member of staff they feel most comfortable approaching. If pupils do not feel as though they can do this, we request that they use the school worry box which is located outside the Headteacher's Office. These concerns would be then reported to the DSL and records of any conversations would be kept. All information must be shared quickly.

If children have any concerns or worries, there are a variety of procedures in place. They may:

- Speak to their class teacher as their main contact
- Speak to ANY member of staff if they have a concern
- Speak to designated staff who are the school's DSL and DDSL.
- Outside the head teacher's office there are worry boxes
- PSHE lessons
- Regular school council meetings which act as an open forum for discussion including any worries or concerns the children may have.
- The children can talk to a representative of the School Council who will report urgent messages to the DSL
- There are playground buddies circulating the playground, so the children have a peer to talk about concerns amongst the Year 5 and 6 children.
- At dinner time, all children are on lunch tables with lunch table monitors

Opportunities to Teach Pupils Safeguarding

The school has raised awareness in all KS2 pupils of our basic safeguarding procedures. They all understand that it is always important to share information with a trusted adult who can help keep them safe.

Within the school's PSHE curriculum, assemblies and special events, pupils are taught key safeguarding issues such as safety online, and relationships and sex education (in line with our other policies).

4. Child Protection Procedures

Staff Farrowdale House Independent School will follow the necessary child protection procedures if an incident occurs.

They will be made aware that:

- Where a child is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately.
- Anyone can make a referral.
- Staff should not assume that somebody else will take action/share information that might be critical in keeping children safe.
- Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.
- The reporting of concerns relating to Female Genital Mutilation (FGM) is mandatory.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. When a member of staff suspects that any student may have been subject to abuse, or a student has suggested that abuse has taken place either to themselves or another student, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL if the DSL is off site.

The DSL or Deputy DSL will:

- Ensure the allegation is acted on within the school day by referring to children's social care/police if a crime has been committed.
- Ensure that the Head Teacher is informed of all allegations against staff, volunteers, visitors or contractors unless the allegation is against the Head or Proprietor in which case the LADO will be informed.
- Deal with the allegation in accordance with the agreed procedures. In the case of a violent sexual assault or sexual harassment matter, will follow the latest procedures as set out in Keeping Children Safe in Education 2025.
- Be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.

It is best practice to ensure that all colleagues who are involved in the allegation are informed of the outcome, so there is closure or continual vigilance as necessary.

Allegations of Abuse

Appendix 1 provides guidance and detail about:

- Each child abuse category.
- Potential signs of abuse.
- Specific procedures about how to deal with a disclosure.

5.2 Allegations Against Members of Staff

At Farrowdale House School we recognise the possibility that adults working in the school; including directly employed staff, volunteers, and supply teachers, may harm children; that they may have

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

These can include incidents outside of school which do not involve children but could have an impact on their suitability to work with children

Any concerns of this nature, about the conduct of other adults, should be taken to the Headteacher without delay or, where that is a concern about the Headteacher or Proprietor, to the LADO.

Staff are aware that this must be done on the same working day. In the most serious of cases and if a crime has been committed, the police must be informed.

The school will not internally investigate until instructed by the LADO.

As part of our whole School approach to safeguarding we promote an open and transparent culture in which all concerns about adults working in or on behalf of the School (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This includes allegations which do not meet the harms threshold- see below.

Supply Staff- if an allegation is made against a supply member of staff, school will (along with the LADO) take the lead whilst keeping the supply agency fully informed and involved. In no circumstances would we cease to use supply staff for safeguarding reasons without involving the agency and/or other authorities.

We would send a report to the DBS if we dispensed with a member of staff's services because of their unsuitability to work with children, or if they resigned beforehand. Likewise, if a member of staff is suspended or redeployed because of concerns that they pose a risk of harm.

Consideration will be given to making a referral to the TRA where a teacher has been dismissed (or would have been dismissed if they had not resigned) and a prohibition order may be appropriate because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction at any time for a relevant offence'.

Levels of thresholds

KCSIE (2023) has two sections covering two levels of allegation/concern and should be referred to as the source document:

- allegations that may meet the harms threshold;
- allegations/concerns that do not meet the harms threshold ('low level concerns').

Allegations that may meet the harms threshold

These are allegations that might indicate that a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in our school. If it has been alleged that any member of staff including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children: and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (including because of transferable risk)

If we identify:

- that a child has been harmed,
- that there may be an immediate risk of harm to a child, or
- if the situation is an emergency,

then we contact children's social care and as appropriate the police immediately in accordance with the processes set out in part one of *KCSIE*.

If an allegation is made, it is essential to looking after the welfare of the child and also investigate and support the person subject to the allegation. We will conduct basic enquiries to establish facts that will help then determine whether there is any foundation to the allegation.

Further, detailed guidance can be found in KSCIE (2022) on:

- when to inform the individual of the allegation;
- what to do if there is cause to suspect a child is suffering or is likely to suffer significant harm;
- where the case manager is concerned about the welfare of other children in the community of the member of staff's family;
- where it is clear or decided that an investigation by the police or children's social care is unnecessary;
- where the initial discussion leads to no further action;
- where further enquiries are necessary (including where there is a lack of appropriate resource within the school);
- suspension (which should not be an automatic response when an allegation is reported);
- support (of the child(ren) involved, employees of the school subject to an allegation and the parents or carers of any child involved);
- confidentiality and information-sharing;
- allegation outcomes;
- following a criminal investigation or prosecution;
- unsubstantiated, unfounded, false or malicious accusations;
- returning to work;
- resignations and settlement agreements;
- record keeping;
- references;
- learning lessons;
- non-recent allegations.

As soon as basic enquiries and initial information have been conducted to establish facts and help determine whether there is any foundation to the allegation, the LADO will be promptly contacted. There will then be a discussion with the LADO(s) about the allegation which will consider the nature, content and context and agree a course of action including any involvement of the police. GDPR cannot be allowed to stand in the way of safeguarding children. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Schools should give due weight to the views of the LADO, *KCSIE* and *WT* when making a decision about suspension and whether the circumstances warrant it or if alternative arrangements should be put in place.

Record Keeping

Records concerning allegations of abuse must be preserved for the term of the Independent Inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer. For all allegations, other than those found to have been malicious or false, the following information must be kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached and (new) whether the outcome was substantiated, unsubstantiated or unfounded;
- a copy provided to the person concerned, where agreed by children's social care or the police
- a declaration on whether the information will be referred to in any future reference

Substantiated allegations should from September 2021 be included in references, provided that the information is factual and does not include opinions.

Concerns that do not meet the harm threshold ('low-level concerns')

Along with the staff code of conduct and whistleblowing policy, this policy makes clear the importance of sharing ANY concerns that staff may have. These may arise from a variety of sources, including suspicion, complaint, a disclosure (by child or adult) or during vetting checks.

KCSIE 2023 describes it as critical that a culture is created in which **all** concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This should enable an open and transparent culture, enable the early identification of concerning, problematic or inappropriate behaviour, minimise the risk of abuse, ensure that adults working in schools are clear about and act within professional boundaries in accordance with the values and ethos of the institution, and protect those working in or on

behalf of schools from potential false allegations or misunderstandings.

A low-level concern is 'any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate contact outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.'

These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with children on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

Low-level concerns about a member of staff should be reported to the headteacher. Staff should feel confident to self-refer. Low-level concerns about someone employed by a supply agency or contractor should be shared with the head, the concern recorded, and their employer notified so that potential patterns of inappropriate behaviour can be identified.

Where a third party has raised the concern, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern (if known);
- to the individual involved and any witnesses.

The headteacher should record all low-level concerns in writing. This should include:

- details of the concern;
- the context in which it arose;
- evidence collected by the DSL where the concern has been raised via a third party;
- the decision categorising the type of behaviour;
- action taken;
- the rationale for decisions and action taken; the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible)

The records must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR. They **should be reviewed** so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where such a pattern is identified, the school should either take action through its disciplinary procedures or, if it meets the harms threshold, refer to the LADO. *KCSIE* specifies that, **'Consideration should also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.'** It is recommended that schools retain this information at least until the individual leaves their employment.

Detailed guidance is provided in *KCSIE* as to when a low-level concern should be referred to in a reference. More detailed guidance and case studies on low-level concerns are available in [Developing and implementing a low-level concerns policy \(farrer.co.uk\)](https://www.farrer.co.uk/developing-and-implementing-a-low-level-concerns-policy).

Staff code of conduct

The staff disciplinary procedures will be followed if a member of staff does not follow the procedures outlined in the Safeguarding Policy or any other related policies.

Safer Working Practice

The guidelines from the Safer Recruitment Consortium: Guidance for safer working practice for those working with children and young people in education settings (May 2019) on personal and professional conduct offers guidance to all staff and volunteers on the way they should behave when working with children by

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their role
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Safe working practice ensures that pupils are safe and that all staff, volunteers and governors:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incident or decisions made
- apply the same professional standards regardless of gender, race, disability or sexuality
- are aware of the 'Whistle Blowing' Policy
- are aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- are aware that the school is required to consider referring to the DBS/TRA any person whose services are no longer used, and the referral criteria are met.

Notes of Guidance for Staff (also read Staff Code of Conduct)

All staff, whether teaching or non-teaching, should take every care to ensure that their actions and behaviour do not place pupils at risk of harm. Staff should also take every care to ensure that their actions or behaviour do not place themselves at risk of allegations of harm to a pupil. Particular care must be taken in situations such as one - to-one tuition (each classroom has glass panels in the doors), sports coaching, conveying a pupil in a car (staff would endeavour not to transport individual children, but where this is not possible, the pupil must sit in the rear of the car), engaging in electronic communication with a pupil and so on. These are a list of examples; the list, however, is not exhaustive and staff must use their own good judgement in all situations.

Staff organising trips and activities off the school site must obtain assurance that appropriate child protection checks and procedures are undertaken with respect to any staff employed by another organisation and working with the school's children on another site. See staff code of conduct policy

Whistleblowing

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

General guidance on whistleblowing can be found via: <https://www.gov.uk/whistleblowing>

The NSPCC's "what you can do to report abuse" dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0808 800 5000, which is available from 8:00am to 8:00pm, Monday to Friday, and email help@nspcc.org.uk.

Further information regarding whistleblowing can be found in the school's Whistleblowing Policy.

Training for staff

The school trains all staff, volunteers and governors, regardless of their role, to be vigilant and watchful for, and aware of, signs that a child may be in need of help, as well as the signs of abuse and neglect. To this end, all staff members receive appropriate safeguarding and child protection training which is regularly updated in line with guidance. In addition, all staff members receive safeguarding and child protection updates (via email, staff

meetings) as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively. The DSL leads on ensuring that regular safeguarding and child protection updates are circulated to all staff.

As part of their induction programme all newly appointed staff, including part-time, temporary and voluntary staff, receive training in safeguarding issues. This includes reading, understanding and following:

- this policy
- Keeping Children Safe in Education (September 2025) Part 1 – and Annex B for school leaders and those who work directly with children
- Code of Conduct for Staff
- What to do if you're worried a child is being abused
- Whistleblowing Policy
- Behaviour Policy
- The role of the DSL, DDSL and their identities
- Online safety and acceptable use of technology

Staff are expected to sign to note they have read, understand and will follow the relevant sections of KCSIE; this policy; the Code of Conduct for Staff; the Behaviour, Rewards and Sanctions Policy; and the Whistleblowing by Staff and Volunteers Policy. The training for all staff will cover a number of aspects, including but not limited to:

- Part 1 of KCSIE (and Annex B for adults working directly with children), this policy and the Code of Conduct for Staff
- contact details if they have a concern about the safety or welfare of a child, or a concern about the behaviour of an adult
- the signs that a child may be in need of early help or additional support, at risk of harm or suffering from harm
- indicators of abuse and neglect and specific safeguarding issues
- what to do if a child discloses abuse, including that confidentiality should never be promised and to avoid asking leading questions
- how to escalate concerns about a child and allegations of abuse
- inter-agency working, including in the context of a referral made to Oldham's Children's First Response, Children's Social Services and / or the LADO, the statutory assessment process and that the staff member may be asked to contribute to a child protection strategy meeting
- early help
- peer on peer abuse and how to manage a report of child-on-child sexual violence and sexual harassment
- online safety
- information sharing
- boundaries and appropriate behaviour, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, engaging in inappropriate electronic communication with a pupil, and so on)
- the existence and whereabouts of this policy, other relevant policies and safeguarding documentation including local authority procedures.

All staff should re-read and understand at least KCSIE Part 1 (and Annex B) for adults working directly with children) each time it is updated by the DfE and are told of updates by the DSL and Deputy DSL. Mechanisms to assist colleagues in understanding KCSIE include regular updates at term in INSET sessions, staff meetings, and short quizzes.

They are also reminded of the:

- school's overarching safeguarding procedures
- Safeguarding and Child Protection Policy
- Staff Code of Conduct,
- E-Safety Policy
- Whistle Blowing Policy
- Acceptable Use of ICT
- Positive Behaviour Policy
- Bullying including cyber bullying
- Care and Supervision policy

- information on the role of the Designated Safeguarding Lead.

The statutory guidance refers to the importance of *Prevent* awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). All our staff have received WRAP training sessions in house on what *Prevent* is about and how to deal with any issues they may see inside or outside school. In order to fulfil the requirements of the Prevent Duty the school will:

- ensure the Designated Safeguarding Lead (DSL) undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation
- ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a pupil, another staff member or a visitor is expressing opinions which may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern as laid out in the school's Safeguarding (Child Protection) Policy
- ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absence with parents and / or carers
- ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views
- teach children to build resilience towards the risk of radicalisation and e-safety

All staff / volunteers sign to record their acknowledgement that they have read, understood and will follow the School's child protection and safeguarding procedures and Policy and Part 1 and Annex B of *Keeping Children Safe in Education* (KCSIE) each year.

Use of mobile phones, cameras and internet:

The school and staff (including EYFS) take safeguarding seriously and understand this policy is over- arching. We refer staff to the '*Acceptable Use Policy*' and '*Code of conduct*'.

Personal mobile phones and recording devices (tablets, cameras etc) are never used by staff (including EYFS) at the school/setting.

If staff have personal phones or devices these are stored securely and will be switched off or on silent whilst during the teaching day.

Electronic devices should be password protected so that content cannot be accessed by unauthorised users. It is the responsibility of the staff member to ensure that there is no illegal or inappropriate content stored or used on their device when brought on to school grounds.

School devices:

School devices remain the property of FHS and in using them staff (including EYFS) will follow the Acceptable Use Policy.

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

Cameras, photography and images:

FHS will obtain parents' and carers' written consent for photographs to be taken or published (for example, on our website or in newspapers or publications).

Staff will ensure the designated camera or recording devices (tablets, cameras, laptops etc) are used when capturing evidence of work undertaken.

Online safety:

On school equipment we ensure that appropriate filters and appropriate monitoring systems are in place. We use Draytek.

Working off school premises:

Where staff take school computer/digital equipment / or records in paper form off the school site they do so with the view that they abide by the Acceptable Use Policy and Data Protection policy.

Staff are reminded that information, both in paper or electric form, is sensitive and protected under data protection and GDPR and should be safe and securely stored off the premises and during transportation. (See FHS Data Protection Policy)

Suitability of staff and safe recruitment practices

The school recognises that safe recruitment practices are an essential part of creating a safe environment for children and young people. Consequently, we will ensure that staff (including supply teachers) and volunteers working at the school are suitable to do so and therefore do not pose any kind of risk to our

students.

The Proprietor and Designated Safeguarding Lead have completed Safer Recruitment Training in order to ensure that one panel member on every selection panel is trained in 'Safer Recruitment.'

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2025 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining practitioner references, checking previous employment history, carrying out online searches and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's Barred List and right to work in England checks in accordance with DBS and Department for Education procedures
- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct- see Staff Handbook and Code of Conduct Policy.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following our Code of Conduct
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)
- Maintaining an accurate, complete, up to date Single Central Record
- Those members of staff teaching or caring for children in the EYFS, or in out of school care will sign a declaration that they are not disqualified from working in childcare.

See Safer Recruitment Policy

5. Specific Safeguarding Issues

All staff at Farrowdale House Independent School will be provided with an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, and sexting (also known as youth produced sexual imagery) put children in danger.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children: 5-11-year-olds and 12-17 year olds which of which links can be found in KCSIE 2023. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the

dispute resolution service. This may be useful for some parents and carers.

Children Missing from Home or Care

Children who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because they are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The association of chief police officers has provided the following definition a missing person *is*: 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed'.

Within any case of children who are missing both push and pull factors need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cyberbullying

Central to our School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any bullying including cyber-bullying that we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites

- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

INDICATORS

- Children who appear with unexplained gifts, money or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education
- Children who present with depression or are withdrawn.

Members of staff need to be aware that, under the Sexual Offences Act (2003), it is an “abuse of a position of trust”, and thus a criminal offence, for someone working in a school to “groom” or engage in sexual activity with a pupil aged under 18. The consent of the pupil (or the agreement of his or her parents) is irrelevant. Staff should also note that, under the Serious Crime Act (2015), it is now a criminal offence for an adult to communicate with a child under 16 if the communication is sexual or intended to elicit a response that is sexual

Children Missing from Education (CME)

The School understands its duty, as explained in KCSIE, in relation to the risks posed by Children Missing from Education. All children, regardless of their circumstances, are entitled to a full-time education that is suitable to their age, ability, aptitude and any Special Educational Needs they may have. A child going missing from education is a potential indicator of a range of safeguarding risks, including abuse and neglect, and other issues.

The school will report to the Local Authority, instances of prolonged unauthorised absence or a pupil being removed from the school’s list under the circumstances outlined in KCSIE. All staff must also be aware of their role to prevent children from going missing from education. In the short-term, the school will take appropriate action to find any pupil who is discovered to be missing from the school during the registration process; the school secretary should normally be informed in the first instance and will coordinate the action taken. A written record is made of any incident of a pupil missing from the School, the action taken, and any reasons given by the pupil for being missing. For longer term absence, the school will ensure that any pupil currently on the Child Protection Register who is absent without explanation for two days is referred to Children’s Social Services.

Monitoring the attendance of pupils in the school forms part of the safeguarding responsibilities of all members of staff. Indeed, a child going missing from education is a potential indicator of abuse or neglect. If a pupil’s attendance falls below 85% and parents have not provided a letter from a GP or other medical expert that the

absence is due to valid medical reasons, then the pupil's Local Authority will be informed. The Local Authority will also be informed if any pupil fails to attend school regularly or has been absent without the School's permission for a continuous period of ten school days or more. A pupil's name may be deleted from the admission register on certain grounds. These are:

- (i) when the pupil has been taken out of school to be home educated
- (ii) when the family has apparently moved away
- (iii) when the pupil has been certified as medically unfit to attend
- (iv) when the pupil is in custody for more than four months
- (v) when the pupil has been permanently excluded

A class register is taken at the start of the day and at the beginning of the session after lunch to monitor the attendance of all pupils. If it is judged that a pupil is at risk of leaving school during the day without permission, then a risk assessment will be put in place to ensure that the DSL and/or Deputy DSL is/are informed as soon as the pupil is known to be missing so that appropriate searches can take place. The DSL will liaise with parents / external services as appropriate to ensure the on-going safety of the pupil.

Leavers / Withdrawal from the School

In the case of a child who is leaving this school to attend an alternative school or college and for whom there has been a child protection concern:

Copies of official child protection records will be passed on by the head teacher/DSL at the receiving school. A receipt stating that these records have been received is requested. If the pupil is on the Child Protection Register, the DSL will contact their Social Worker. To promote the welfare and protect the safety of the child, it will also be necessary for information to be shared with future schools.

In the case of any child of compulsory school age for whom parents have given notice, the school admissions secretary will:

- find out the name and address of the receiving school and check that the pupil has started at the new school
- inform the local authority of the destination school, or a parent's intention to home-educate their child or if there is no known destination school
- inform the local authority if a child is due to start at this school and does not turn up
- check, if parents have said that they are moving abroad, with the school to which they are moving
- keep a summary log of children who have left the school.

In the case of a child who has to leave due to non-payment of fees, the school will inform the child's local authority to check that the child has been enrolled at another school. The school secretary will keep the DSL informed at each stage of the procedures outlined above.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line

safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Domestic Abuse and Violence

Domestic abuse and violence are safeguarding issues; children and young people are at risk and also vulnerable in terms of keeping themselves safe from others. 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. Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

Operation Encompass

This initiative helps police and schools work together to provide emotional and practical help to children who have been involved in domestic abuse. When the 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 DSL) before the child or children arrive at school the following day. This ensures that the school has up to date and relevant information about the child's circumstances and can enable support to be given to the child according to their needs. DSLs should endeavour to alert relevant staff as soon as possible where this is appropriate. Police forces not signed up to operation encompass will have their own arrangements in place.

Gangs and Child Criminal Exploitation (CCE) / County Lines

Criminal exploitation of children is a geographically widespread form of harm: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns (County Lines); forced labour; forced to shoplift or pickpocket; or threaten others.

Key to identifying potential involvement in CCE are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (January 2020) will be considered. This can affect any child or young person (male or female) under the age of 18 years. It

- can still be exploitation even if the activity appears consensual;
- can involve force and / or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation

Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. Links to fact sheets are available in KCSIE 2023.

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different

level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation

Honour-based Abuse (HBA) Including Female Genital Mutilation (FGM) and Forced Marriage

Honour-based abuse (HBA) encompasses crimes that have been committed to protect or defend the honour of the family and / or community. Female Genital Mutilation (FGM) and forced marriage are examples of such. All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such. It should be noted that such abuse can often involve a wider network of family and community that can include multiple perpetrators.

Female Genital Mutilation

All cases of known or suspected honour-based abuse will be reported via the school's normal channel, appropriate professional advice sought and external referrals completed. Staff are also directed to the [NSPCC website](#) for guidance. The school recognises and adheres to its mandatory duty to report any suspected or known cases of FGM to the police.

The following may be indicators of risk:

- The family comes from a community that is known to practice FGM
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family
- Any female who has a relative who has already undergone FGM must be considered to be at risk
- The socio-economic position of the family and the level of integration within UK society can increase risk

Indicators that FGM may soon take place:

- Parents state that they or a relative will take the child out of the country for a prolonged period
- A child may talk about a long holiday (usually within the school summer holiday) to her country of origin or another country where the practice is prevalent
- A child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion
- A professional hears reference to FGM in conversation, for example, a child may tell other children about it

The following may be short-term indicators that FGM has taken place:

- Prolonged absence from school with noticeable behaviour changes on the girl's return
- Longer/frequent visits to the toilet, particularly after a holiday abroad or at any time
- Some girls may find it difficult to sit still and appear uncomfortable or may complain of pain between their legs
- Some girls may speak about 'something somebody did to them, that they are not allowed to talk about'
- A professional overhears a conversation amongst children about a 'special procedure' that took place when on holiday
- Young girls refusing to participate in PE regularly without a medical note
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain
- Intense pain and/or hemorrhage that can lead to shock during and after the procedure
- Occasionally death
- Haemorrhage that can also lead to anaemia
- Wound infection, including tetanus. Tetanus is fatal in 50 to 60 percent of all cases
- Urine retention from swelling and/or blockage of the urethra
- Injury to adjacent tissues
- Fracture or dislocation as a result of restraint
- Damage to other organs

In the UK, girls and women affected by FGM will manifest some of these long-term health complications. They may range from mild to severe or chronic.

- Excessive damage to the reproductive system
- Uterine, vaginal and pelvic infections
- Infertility
- Cysts
- Complications with menstruation
- Psychological damage including a number of mental health and psychosexual problems, eg depression, anxiety, post-traumatic stress, fear of sexual activity. Many children exhibit behavioural changes after FGM but problems may not be evident until adulthood
- Abscesses
- Sexual dysfunction
- Difficulty in passing urine
- Increased risk of HIV transmission/hepatitis B/C – using same instruments on several girls

Whilst all staff should speak to the DSL with regard to any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the Police. Those failing to report such cases to the Police will face disciplinary sanctions. Unless the teacher has good reason not to, they should still consider and discuss the case with the DSL to involve Children's Social Services as appropriate. This duty does not apply where a teacher merely suspects that an act of FGM may have been carried out or that a girl may be at risk of FGM. In all at risk or suspected cases and in cases relating to girls aged 18 or over, teachers should discuss their concerns with the DSL immediately. Any non-teaching staff with concerns about FGM should also report their concerns to the DSL immediately.

Forced Marriage

This became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and in line with statutory guidance, is treated by such at this school. The School is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. However, child abuse cannot be condoned for religious or cultural reasons. The School's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage. If a case of forced marriage is suspected, it will be viewed as a safeguarding concern. Parents and carers will not be approached or involved about a referral to any other agencies.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Mental Health

Mental health issues can sometimes be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. That said, staff are extremely well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Those who support pupils' mental health, whilst bearing in mind patient confidentiality, will seek to ensure that key staff (such as the SLT) are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken.

Online Safety

Safeguarding of children extends to the online environment (the 'virtual' or digital world). FHS will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

All Staff should be aware of the risks posed to children by technology and the internet, and should understand their role in preventing, identifying and responding to harm caused by its use. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories;
- Contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

There is a separate eSafety Policy. FHS has adopted a whole-school approach to online safety which captures the range and complexity of the risks and of children's experiences of those risks; seeks to mitigate those risks as far as possible without depriving children of the significant benefits provided by technology and the internet; and handles all cases of online harm appropriately and with sensitivity. In particular, this policy sets out the risks posed to children by the internet and technology, the indicators that a child may be at risk of such harm, and the measures taken by the school to mitigate these risks, including pupil and parent education, staff training, and limiting the risk of harm caused by the school's IT systems (eg, appropriate filters). Further to this, it includes reference to the use of mobile technologies, including the management of access to 3G / 4G / 5G through mobile devices.

Any online incidents that raise safeguarding concerns should be handled by the DSL and reports made to Children's Services and the Police as appropriate.

The following online incidents must always be reported to the Police.

- Discovery of indecent images of children and young people
- Behaviour considered to be 'grooming'; whether it be perpetrated by those intending to groom for extremist or sexual purposes
- Sending of obscene materials.

On discovery of illegal content, the equipment or materials found should not be tampered with and advice should be sought from the Police. Computers or other devices should not be switched off unless instructed to do so by the Police. Further access to the illegal content should be prevented by keeping other people out of the area. If necessary, the monitor itself can be turned off but the computer should remain as you have found it (DO NOT shut the machine down). No attempt should be made to download, print or send any materials found.

All illegal content must be reported to the Police and the Internet Watch Foundation (www.iwf.org.uk).

If an incident involving youth produced sexual imagery (often referred to as sexting) comes to the school's attention, the incident should be referred to the DSL as soon as possible and they will hold an initial review meeting with appropriate staff. There will be subsequent interviews with the young people involved if appropriate. Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is a concern a young person has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Farrowdale House Independent School's E-Safety and Acceptable use of Technology Policy can be found on the school website or upon request. All staff are aware of the contents. The E-Safety Policy and related policies must be read alongside this document and in conjunction with the DfE guidance:

Teaching on-line safety in schools, 2019.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Children must be safeguarded from potentially harmful and inappropriate online material. As such, the school ensure appropriate filters and appropriate monitoring systems are in place. Children will not be able to access harmful or inappropriate material from the school IT system. The proprietors are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Online safety is included in our curriculum provision and ensures children are taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through a variety of lessons and learning opportunities. Although appropriate blocking is essential, it does not restrict our students learning or lead to unreasonable restrictions as to what our students can be taught with regards to online teaching and safeguarding.

This policy sets out specific measures that ensure students in the school work safely, including protection from terrorist or extremist material, peer abuse, and bullying via online platforms, including sexting.

Opportunities to Teach Pupils Safeguarding

The school will raise awareness and teach all pupils about the importance of safeguarding procedures. Children in Key Stage 2 will be taught the basic safeguarding procedures and importance of talking to a trusted adult about a friend.

Throughout PSHE, Computing and Assemblies, pupils are taught key safeguarding issues such as safety online (see the E Safety Policy) and relationships and sex education (in line with the School's Relationships and Sex Education Policy)

Child on Child Abuse

The school recognises that children are capable of abusing their peers and abuse should never be tolerated or passed off as “banter” or “part of growing up”. Such abuse can be physical, emotional, sexual and exploitative.

“Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff are advised to maintain an attitude of ‘it could happen here’. *Keeping Children Safe in Education (2025.)*

Staff should not develop high thresholds before taking action: it must be taken as seriously as abuse by adults and be subject to the same safeguarding procedures. In the event of disclosures about pupil-on-pupil abuse, all children involved – whether perpetrator or victim – are treated as being at risk.

Members of staff must not attempt to deal with child-on-child abuse as a pastoral, classroom or disciplinary issue, and should not impose their own thresholds before consulting the DSL. It is true that there will sometimes be a grey area between, on the one hand, incidents which should be regarded as abusive, and on the other, incidents which are more properly dealt with in schools such as (for example) children fighting or experimenting sexually. The DSL can advise staff on the thresholds which pertain to different definitions of child-on-child abuse, and in some cases may seek further clarification from pupils.

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse.

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

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)

- upskirting (either for sexual gratification of the perpetrator or to cause upset to the victim)
- initiation / hazing type violence and rituals.

If there is reasonable cause to suspect that a child is suffering or likely to suffer harm at the hands of another child, the DSL will consult children's social care on matters relating to the safety and welfare of a child and will consult with police in respect of matters relating to a possible crime. Allegations against pupils who have left the school but remain under 18 will be passed to the Police and / or the Local Authority in the area in which the pupil is currently living. Generally speaking, the School will always quickly inform the parents of victim(s) and perpetrator(s) of potential peer on peer abuse, unless (a) it has reason to believe that a child is at risk of significant harm, and by doing so would make the situation worse or (b) it has been told not to by the Police or Local Authority.

A victim of child-on-child abuse is likely to need considerable support. In addition, the perpetrator is likely to have unmet needs (the evidence suggests such children have often suffered disruption in their own lives) as well as posing a significant risk of harm to other children. As such, a pupil against whom an allegation of abuse has been made may be suspended from the school during an investigation. After the immediate issues have been addressed, and depending on the severity of those issues, the Local Authority may decide to oversee risk assessments and care plans for the victim and / or the perpetrator, in which case the school will cooperate fully; the local authority may decide to hand the matter back to the school, in which case the needs of the victim and / or perpetrator will be addressed as appropriate.

The school actively seeks to prevent all forms of child-on-child abuse by educating pupils and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the School community, and responding to all cases of peer on peer abuse and any cases of bullying (no matter how trivial) promptly and appropriately. Pupils are educated about the nature and prevalence of child-on-child abuse through PSHE and Wellbeing lessons: they are told what to do if they witness or are victims of such abuse, the effect that it can have on the victims and the possible reasons for it, including the vulnerability of the perpetrator. Pupils are regularly informed about the school's approach to such issues, including its zero-tolerance policy towards all forms of bullying and peer on peer abuse. Staff are trained on the nature, prevalence and effect of child-on-child abuse, how to prevent, identify and respond to it.

INDICATORS

- Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard you would ordinarily expect
- Physical injuries
- Having difficulties with mental health and / or emotional wellbeing
- Becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety, panic attacks, suffering from nightmares or lack of sleep or sleeping too much
- Drugs and / or alcohol use
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- Children who have:
 - witnessed or experienced abuse or violence themselves
 - suffered from the loss of a close family member or friend
 - experienced considerable disruption in their lives

If a member of staff thinks for whatever reason that a child may be at risk of abuse from another child or young person, or that a child may be abusing others, the member of staff should report their concern to the DSL without delay in accordance with the Safeguarding policy. If a child is in immediate danger or at risk of harm, a referral to Children's Social Services and / or the Police should be made immediately.

Serious Bullying

Bullying can take many forms. Broadly, it is unkind behaviour intended to assert the power of one person over another, usually by frightening or humiliating the victim. It may take the form of verbal, physical or emotional abuse or harassment. A victim may be picked on because of gender, race, religion, culture, physical appearance, sexual orientation, a special educational need or disability – or for no obvious reason at all. The Anti-Bullying Policy contains further details on the school's approach.

Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

Child on Child Sexual Violence and Sexual Harassment

In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. We incorporate healthy relationships, people who help us, British values etc. in to our curriculum time in an age appropriate way for the year groups in school, and with consideration that a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children. Also from September 2021 we have included Relationship Education (primary) in the school timetable, in line with DfE guidance and the national curriculum.

These matters are often complex and will require support from Children's Social Care and Police, as necessary. Victims should be immediately reassured that they have acted appropriately in reporting the matter and they must not be given the impression that they are creating a problem by making such a report, nor should they be made to feel ashamed. Reports should be managed in accordance with good practice. Staff should always discuss concerns about sexually harmful behaviour involving pupils with the DSL. It is important that sexual violence and sexual harassment are shown to be unacceptable, and not passed off as "banter" or "part of growing up". Where an incident between two pupils takes place away from the school, the school's safeguarding duties remain the same.

The school will take reasonable measure to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media. Where there is a report of sexual violence, the DSL should make an immediate risk and needs assessment, then keep those assessments under review. This must consider:

- the victim, especially their protection and support
- the alleged perpetrator; and
- all the other children (and, if appropriate, staff) at the School, especially any actions that are appropriate to protect them.

Engagement with specialist services will then be required. Careful consideration will be given to:

- the wishes of the victim in terms of how they want to proceed
- Any investigation will be progressed and any support that they might need will be offered
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children staff; and
- Other related issues and wider context.

See Appendix 3 for flowchart of dealing with an allegation of child-on-child abuse.

Sexting (Youth Produced Sexual Imagery [YPSI])

Sexting is defined here as "sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet". Creating and sharing sexual photos and videos of under-18s is illegal.

Children under 13 are given extra protection from sexual abuse under the Sexual Offences Act 2003. This law makes it clear that sexual activity with a child under 13 is never acceptable, and that children of this age can never legally give consent to engage in sexual activity. This applies to children who have not yet reached their 13th birthday i.e. children who are aged 12 and under. Any situations involving children under 13 and youth produced sexual imagery must be taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour.

Sexting can potentially open up young people to unsolicited online abuse and attention, blackmail and cyber bullying. It can also cause a lot of emotional distress. Educators play a pivotal role here. It is important for adults to gauge their relationship with a child and begin discussions accordingly. We teach and reinforce online safety and help children understand that it is okay to say no to sharing content they are uncomfortable with. Adults should make children understand that trust and consent are extremely important in a healthy relationship, and nobody can pressurise them into doing things they are not comfortable with.

The school adopts the UK Council for Child Internet Safety guidance 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' in respect of our response to sexting. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people.

In the case that an incident involving sexting came to the school's attention, the incident should be referred to the DSL as soon as possible such that an initial review meeting with appropriate school staff can be held before subsequent interviews with the child/children involved (if appropriate). Parents should be informed at an early stage and involved in the process, unless there is good reason to believe that involving parents would put the young person at risk of harm. The UKCCIS guidance will be followed. In particular, members of staff who suspect that a sexualised image of a child is contained on an electronic device should not ask to view the image. At any point in the process, if there is a concern a young person is in need or at risk of harm, a referral should be made to Children's Social Services and / or the Police immediately, in accordance with the procedures set out in this policy.

Upskirting/Voyeurism Act

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is important that all staff are vigilant regarding upskirting, in case they hear of any such cases happening outside of school. Upskirting is now classed as a *criminal offence* and does not discriminate against boys or girls.

Sexting can potentially open up young people to unsolicited online abuse and attention, blackmail and cyber bullying. It can also cause a lot of emotional distress. Educators play a pivotal role here. It is important for adults to gauge their relationship with a child and begin discussions accordingly. As teachers, we discuss the dos and don'ts when it comes to navigating content online and help children understand that it is okay to say no to sharing content they are uncomfortable with. Adults should make children understand that trust and consent are extremely important in a healthy relationship and nobody can pressurise them into doing things they are not comfortable with.

Imbalance of Power

An individual or group taking advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity is of itself abusive. Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are both examples of this. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be:

- in exchange for something the victim needs or wants
- for the financial or other advantage of the perpetrator or facilitator and / or
- through violence or the threat of violence.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and / or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and / or take place online.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (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.)

If a member of staff becomes aware of a private fostering arrangement they will notify the Designated Safeguarding Lead or their deputy as soon as possible. All known or suspected Private Fostering Arrangements will be reported to children's social care in the area where the child resides.

Radicalisation and Violent Extremism

Prevent is part of the Government's counter-terrorism strategy and aims to stop people becoming terrorists or supporting terrorism. FHS is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding authorities. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

At FHS, we build pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views. We value the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech, or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. FHS seeks to protect its pupils and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted to the following: Far Right/Neo Nazi, White Supremacy ideology, extremist Islamic ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

The school has an important role to play in supporting the Government's Prevent Strategy. Prevent aims to protect those who are vulnerable to exploitation from those who seek to get people to support or commit acts of violence. This could be staff and parents as well as pupils. Staff are well placed to recognise individuals, whether parents, pupils or staff, who may be vulnerable and therefore more susceptible to radicalisation by violent extremists or terrorists. It is fundamental to our 'duty of care' and falls within our statutory safeguarding responsibilities. Every member of staff has a role to play in protecting and supporting vulnerable individuals.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer to their psychological or emotional problems. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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.

What to do if you have a concern

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's DSL and where deemed necessary, with Children's Social Care.

You can also **contact your local police force or dial 101** (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. The Department for Education has dedicated a telephone **helpline (020 7340 7264)** to enable staff and proprietors to raise concerns relating to extremism directly. Concerns can also be raised by email to: **counter.extremism@education.gsi.gov.uk**. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Under Operation Dovetail, Channel cases across Greater Manchester (including our local authority of Oldham) are managed by a team of Channel Co-ordinators hosted by Manchester City Council on behalf of the Greater Manchester districts. They work closely with Channel Panel chairs and children's and adults' services in districts in managing Channel cases.

Due to this, there is no Oldham specific Key Contact. However, the following key contacts are relevant:

1. Reporting concerns about Terrorism
 - a. If an emergency, dial 999
 - b. If you consider anything suspicious or connected with terrorism, contact Greater Manchester Police on the non-emergency number 101 or the Anti-Terrorist Hotline on 0800 789 321.
2. If worried that a child or young person in Oldham is at risk of being radicalized by people who are involved in, or support, terrorism, please contact the Multi Agency Safeguarding Hub on 0161 770 7777
3. If worried that an adult is at risk of being radicalized by people who are involved in, or support, terrorism, please contact the Multi Agency Safeguarding Hub on 0161 770 7777

Channel is a mechanism for ensuring that individuals identified as vulnerable to violent extremism are supported through existing multi-agency safeguarding frameworks. This ensures professionals from relevant partner agencies are brought together to share information and decide upon the most appropriate support for that person.

The referral procedures set out below also apply where there are concerns about children who may be at risk of being drawn into terrorism. The DSL is the designated Prevent duty person responsible for coordinating action within the school and liaising with other agencies, including the Prevent Lead. The school has assessed the risk of radicalisation posed to the School's pupils and it considers the current risk to be low. The risk is reviewed annually as part of this policy's review procedure.

- The School will work in partnership with parents and with other agencies, including Police, LSCP and the local Prevent and Channel teams.
- The DSL will attend Prevent awareness training and provide advice to other members of staff.
- The School will help young people stay safe online through appropriate filters (see the e-Safety Policy).
- Any visiting speakers to the school will be vetted to prevent extremist views being expressed.
- The School will work more generally to ensure the Fundamental British Values of democracy, rule of law and acceptance of others are celebrated, modelled and are not undermined.

INDICATORS

- A conviction that their religion, culture or beliefs are under threat and treated unjustly;
- A tendency to look for conspiracy theories, and a distrust of mainstream media;
- A sense of debt or guilt;
- Blaming parents for family problems;
- Feeling let down, and perhaps 'religious seeking';
- Peer pressure, low self-esteem, and/or the need for identity and belonging;
- Physical change / growth spurt (being bigger than peers);
- Being secretive about who they have been talking to online and what sites they visit;
- Switching screens when you come near the phone, tablet or computer;
- Possessing items – electronic devices or phones – you have not given them; and
- Becoming emotionally volatile.

Use of External Agencies and Speakers- see '*Visiting Speakers Procedures*'

When inviting visiting speakers to our school we will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to children are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise children through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are matched to the needs of children and
- activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage children to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore, by delivering a broad and balanced programme, augmented by the use of external sources where appropriate, we strive to ensure our children recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help children develop the critical thinking skills needed to engage in informed debate. All visiting speakers will be accompanied whilst on the school site.

The Home Office has issued guidance: "HOW SOCIAL MEDIA IS USED TO ENCOURAGE TRAVEL TO SYRIA AND IRAQ BRIEFING NOTE FOR SCHOOL"

The use of social media for on-line radicalisation July 2015

Using the Internet Safely - School Internet Filtering Service

The school ensures the children are safe from terrorist and extremist material when accessing the internet through the school filtering service (EXA). The school internet filtering service provider (EXA) advises and

makes the school aware of how it ensures children are safe from terrorist and extremist material when accessing the internet in school.

Self-harm

This includes pupils deliberately cutting their own skin, eating disorders and substance abuse. Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority, where appropriate.

Serious violence

This involves pupils being at risk from or involved with serious violent crime, such that they are at risk from harm and exploitation. Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

Other actions to cause concern

Children may find themselves in situations that are not listed above but still might be at significant risk. These might include, for example, situations where another child in the household has been harmed or the household contains a known abuser. Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

6. Working with parents / individuals with parental responsibility

Farrowdale House Independent School recognises the importance of working, where appropriate, in partnership with parents and carers to ensure the welfare and safety of our students.

The school will therefore:

- Make parents aware of the school's statutory role in safeguarding and promoting the welfare of students, including the duty to refer students on, where necessary, by making all policies available on the website and on request.
- Work with parents to support the needs of their child.
- Consider the safety of the student and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents.
- Aim to help parents understand that the school has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate.
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers.
- Provide advice and signpost parents and carers to other services where students need extra support.

7. Equal Opportunities

Farrowdale House Independent School must take into account the Equality, Diversity, and Values Policy when discharging their duties under this policy.

8. Monitoring and Review of this Policy

The Designated Safeguarding Lead (DSL) at Farrowdale House Independent School will monitor the working of this policy and will report as required to the Head Teacher and Proprietor. It will be reviewed at least annually.

Appendix 1 - Staff Guidance

A. Procedures in respect of Child Abuse

Child abuse exists where children have been physically or emotionally abused or severely neglected. Abuse of children is likely to be noticed by the school staff and Health Workers or Education Welfare Officers. It is essential, therefore, that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

Part one of Keeping Children Safe in Education 2025 should be referred to for a list of those children who may be in need of safeguarding support.

Farrowdale House Independent School has the role of recognising and responding to potential indicators of abuse and neglect. All other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies are therefore regarded as essential by the school.

In the event of an actual or suspected case of child abuse by adults, parents, teachers, or any other adult, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as soon as possible. The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified and the appropriate agency is involved.

The Designated Safeguarding Lead (DSL) will attend any reviews called by the Local Authority, and may call on appropriate members of staff for reports. It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation. Staff should not assume that somebody else will take action and must share information which might be critical in keeping children safe.

Staff leading school off-site visits, particularly residential ones, should provide a list of the students taking part to the Designated Safeguarding Lead (DSL), to ensure that they are made aware of all essential information relating to the students in their care.

A confidential register will be maintained of all those students known to be at risk. Names will be entered on the register if it is confirmed by the Local Authority that the child is actually at risk.

B. Guidance for all staff on dealing with disclosure / suspected abuse / neglect / sexual harassment, sexual assault, violence, honour based abuse (forced marriage and female genital mutilation), children who are at risk from or involved with violent crime and child-on-child abuse

1. Dealing with disclosures of abuse

- Always listen carefully and quietly. Do not press for any evidence at all.
- Remain calm and reassuring. Do not dismiss the disclosure and do not show distress or concern.
- Do not refute the allegation.
- Show that you care through open and reassuring facial expressions and body language.
- Do not interrogate or ask leading questions (it could later undermine a case).
- Ensure you take a written verbatim account of the child's disclosure.
- Staff should be aware that written accounts could become part of a statutory assessment or criminal investigation.
- Where there is an online element, the key consideration is for staff not to view or forward illegal images of

a child.

Where viewing images is unavoidable, the following link provides advice on how to respond:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

2. At this point, staff should take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them.
- Do not promise to keep the allegation secret or that ‘everything will be alright.’
- Reassure the student by telling them that they have done the right thing in telling you. Do not offer physical reassurance.
- Do not admonish in any way e.g. ‘I wish you had told me sooner.’
- Inform the DSL initially verbally.
- Under no circumstances discuss the matter with any other person. If the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a ‘need to know’ basis at the discretion of the DSL.
- Complete a safeguarding Cause for Concern form (copies found in every classroom, staffroom and office), which should contain:
 - The information revealed by the student. It should not contain any opinion whatsoever.
 - Actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the school.
 - Date and sign any written record of events and action taken and keep confidential and secure.
- The DSL keeps Child Protection records centrally and securely and are not kept in the child’s file.
- All staff are under a duty to report all suspicions of abuse to the DSL.
- The DSL is responsible for passing on these concerns to Children’s Services.
- Accurate records are essential in the event of further investigations.

3. If you see or hear something that is concerning:

- Don’t ignore it or assume that it is someone else’s responsibility to report it.
- Discuss your concerns with the DSL
- Don’t feel silly – if it worries you, someone else needs to know.
- If it is related to a child being at risk, see the DSL or Deputy DSL immediately and definitely before the child goes home that day where possible.
- All staff may raise concerns directly with Children’s Services if they feel an incident is not being dealt with appropriately or they are unable to locate relevant staff.

- Concerns about adults in the school should be made directly to the Head Teacher.

Child Protection Procedures – Points of action

1. If anyone discovers or suspects child abuse/peer on peer sexual violence or sexual harassment, they must inform the DSL. The DSL will, in the appropriate manner and according to procedures, assess the situation.
2. The DSL will, if appropriate, take the following steps:
 - Where there is a report of peer on peer sexual violence, the DSL will make an immediate risk and needs assessment in accordance with part five of Keeping Children Safe in Education 2025. Where there is a report of sexual harassment, the need for a risk assessment will be considered on a case by case basis.
 - Where it is clear that a Child Protection Referral (significant harm) is needed, they will contact Social Services without delay.
 - Where the DSL is not sure whether it is a Child Protection issue, or where the DSL needs to check the Child Protection register, they may seek advice from the Oldham MASH team (Multi Agency Safeguarding Hub) (or other local authority equivalent if relevant)
 - They will follow locally agreed protocols which can be found on the Oldham Safeguarding Children Partnership website (<https://www.olscb.org/professionals/policies/>)
3. The DSL will attend a Child Protection Conference. We recognize the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings, case conferences, core groups, and strategy meetings. We will provide relevant training and support for staff required to attend any meetings.

Appendix 2 - Information on child abuse and categories of abuse

All staff in Farrowdale House Independent School should be aware 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 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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children

All staff in school should be aware of the definitions, the signs and the symptoms of abuse, neglect and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection. These may include children who run away or go missing, children at risk of Female Genital Mutilation (FGM) or Child Sexual Exploitation or radicalisation.

Staff and others should know how to identify children in need or at risk and how to respond. Specific attention should be given to safeguarding arrangements where children are engaged in close one-to-one teaching, particularly in specialist performing arts and sports provision.

There are four categories of abuse and these are:

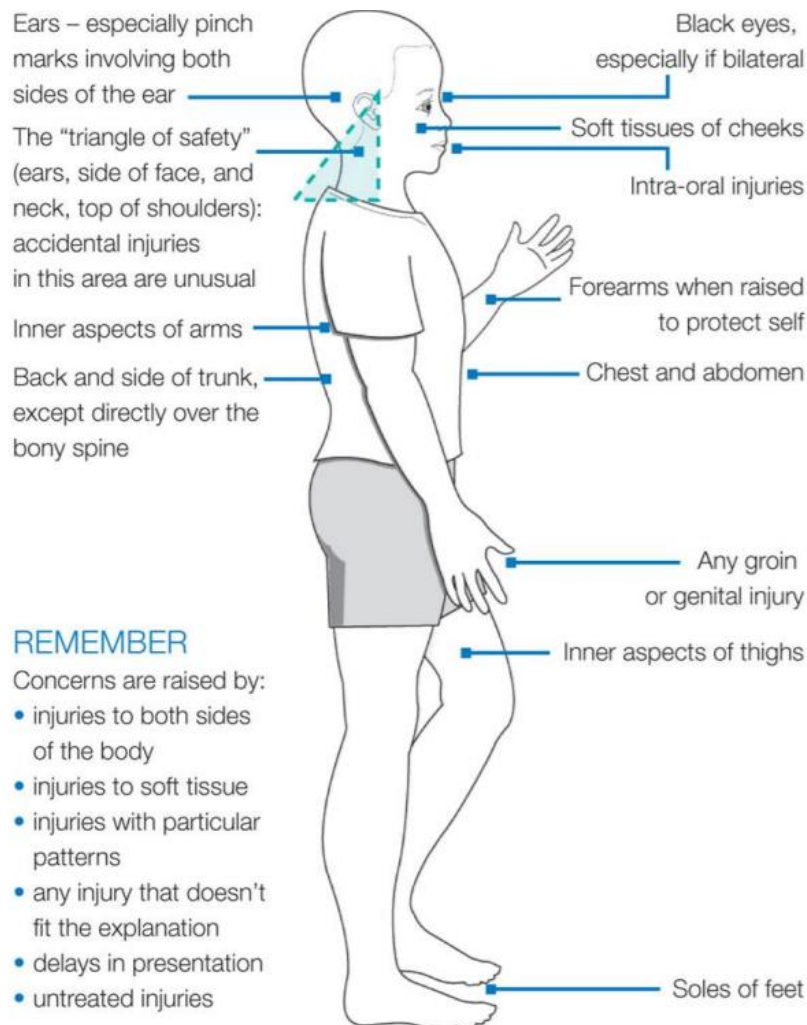
Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a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

INDICATORS

Children with frequent injuries

Children with unexplained or unusual fractures or broken bones

Children with unexplained bruises or cuts, burns or scalds, bite marks. Typical accidental injuries involve knees, shins, elbows, palms of the hands, chin and forehead. They are in keeping with any explanation given and the development of the child. The body map shows injuries that are less likely to have been caused accidentally and are therefore possible indicators of physical abuse.



Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

INDICATORS

Children

Children who are excessively withdrawn, fearful, or anxious about doing something wrong

Lack of confidence / self-esteem

Sudden speech disorders

Self-harming

Extremes of passivity and / or aggression
Compulsive stealing
Drug, alcohol, solvent abuse
Fear of parents being contacted
Unwillingness or inability to play
Excessive need for approval, attention and affection.
Parents or carers who withdraw their attention from their child, giving the child the “cold shoulder”
Blaming their problems on their child
Humiliating their child, for example, by name-calling or making negative comparisons.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

INDICATORS

Children who display knowledge or interest in sexual acts inappropriate to their age
Children who use sexual language or have sexual knowledge that you would not expect them to have
Children who ask others to behave sexually or play sexual games
Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy
Children who have sudden changes in behaviour and school performance
Children who self-harm, self-mutilation or attempts at suicide
Children who allude to secrets which they cannot reveal
Children who have a tendency to cling or need constant reassurance
Children with a fear of undressing for gym activities.

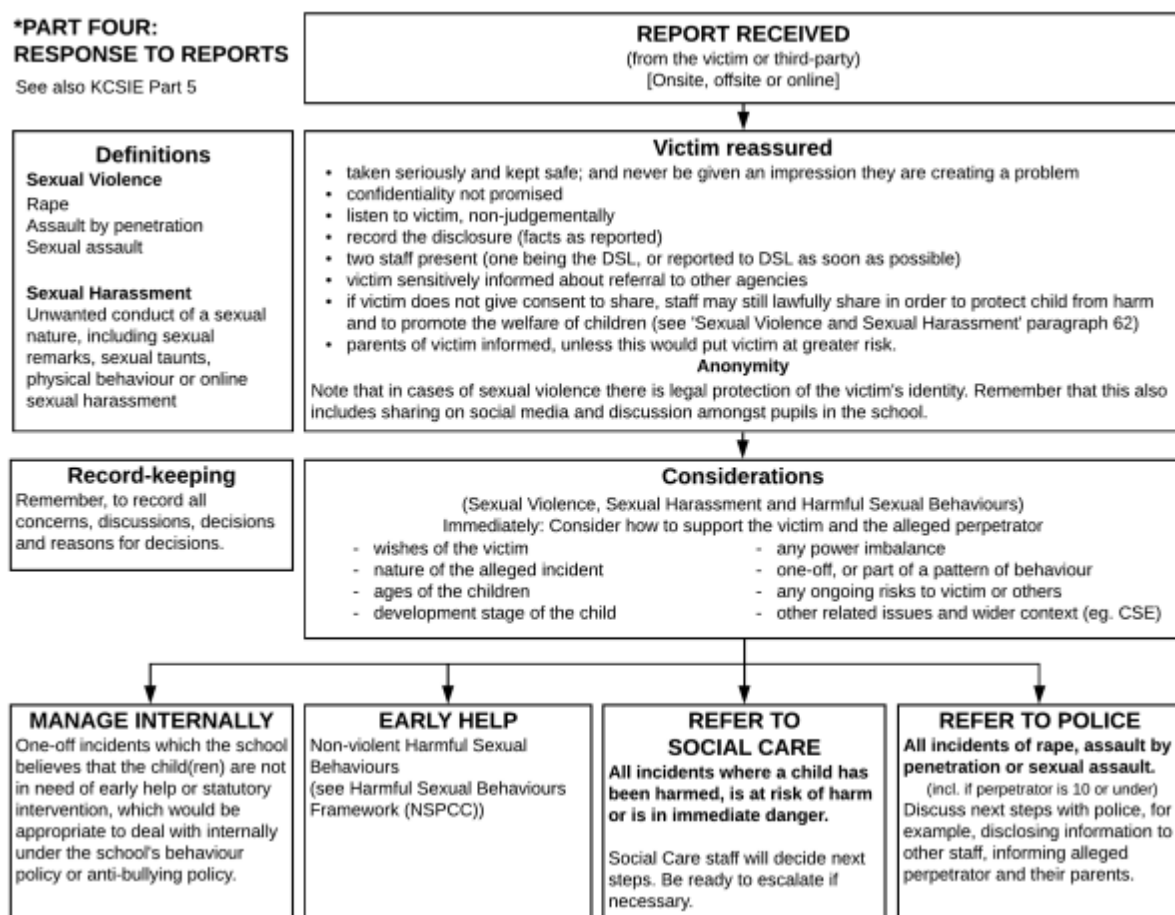
Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

INDICATORS

Children who are living in a home that is indisputably dirty or unsafe
Children who are left hungry or dirty
Children who are left without adequate clothing, e.g.: not having a winter coat
Children who are living in dangerous conditions, i.e.: around drugs, alcohol or violence
Children who are often angry, aggressive or self-harm
Children who fail to receive basic health care
Parents who fail to seek medical treatment when their children are ill or are injured
Children who have poor personal hygiene
Children who are frequently tired
Children who are frequently late / non-attendance at school
Children who have a poor relationship with peers
Children who are compulsively stealing and scavenging
Children who run away
Children with a loss of weight / being constantly underweight

Children who have low self esteem
Children with poor dental hygiene

Appendix 3 – Dealing with an allegation of child-on-child abuse



Appendix 4 – Role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally

speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children’s social care as required and support staff who make referrals to local authority children’s social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances; • work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this

guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online

at school or college;

- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.