

**Safeguarding Policy**

**Sept 2021**

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**Introduction**

Whilst this is a policy specifically written for Park House School (PHS) it may be that children who are not pupils at PHS may disclose abuse to any member of staff, so it has been decided that reference to ‘pupils’ may at times be too limiting and so, therefore, throughout the policy ‘children’ and ‘pupils’ should be recognised as interchangeable.

**Statement of Intent**

The welfare and safety of the child is paramount. This is particularly important for the children attending Park House School (PHS), all of whom have a high level of Special Educational Needs, an EHCP, a primary diagnosis of Autistic Spectrum Disorder (ASD) and may also have secondary diagnose/s. These make them very vulnerable for a variety of reasons linked to their social and communication disorders. Those children who are non-verbal are potentially most at risk of child abuse.

All children have the right to:

* be valued as unique individuals
* be treated with dignity and respect
* be protected from harm or abuse including physical abuse, sexual abuse, physical punishment, neglect, bullying of all kinds, malicious teasing or taunting.

It is the school’s duty to consider, at all times the best interests of the children and to take appropriate action to enable all children to have the best outcomes. All staff at PHS are committed to upholding and maintaining this policy. In all issues of Safeguarding the responsibility of every member of staff is exclusively towards the children.

This policy takes regard of the following guidance from the DfE:

* **Keeping children safe in education:** Statutory guidance for schools and colleges (September 2021) (*KCSiE*)
* **Keeping children safe in education**: Statutory guidance for schools and colleges. Part one: Information for all school and college staff (September 2021) (*KCSiEPt1*)
* KCSiEincorporates the additional statutory guidance, ***Disqualification under the Childcare Act 2006***(August 2018)
* ***Working Together to Safeguard Children*** (March 2015, as amended in February 2017 but still dated March 2015) (*WTSC*)
* WTSCrefers to the non-statutory advice: ***Information sharing***(March 2015)
* ***Prevent Duty Guidance: for England and Wales***(July 2015) (Prevent). Preventis supplemented by non-statutory advice and a briefing note:
* ***The Prevent duty: Departmental advice for schools and childminders***(June 2015)
* ***The use of social media for on-line radicalisation***(July 2015)
* **Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings** (May 2019)
* **Data protection: toolkit for schools DfE** (September 2018)
* **Mental Health and Behaviour in schools DfE** (November 2018)
* **Sexual violence and sexual harassment between children in schools and colleges DfE** (May2018)
* **Mandatory Reporting of Female Genital Mutilation-procedural information** Home office (December 2015)

**N.B.** Although concerns relating to Safeguarding should be reported to the DSL, in an emergency, anyone can make a referral direct to Children’s Services. For concerns about a child a referral should be made to Peterborough Children’s Services (01733 864180) or Peterborough’s Safeguarding Children Board (01733 863744)

For an allegation made against a member of staff or other adult a referral should be made to the Peterborough Local Authority Designated Officer (LADO) on 01733 864038

**The Designated Safeguarding Director (DSD) is**

**Miss Beth A M Crossland**

**The Designated Safeguarding Lead (DSL) for PHS is**

**Mrs Gemma Simper**

**Principal**

**Designated Safeguarding Lead – Role and Responsibilities**

In the absence of the DSL the responsibilities below pass to the named DSD.

The DSL and DSD will ensure that:

* all members of staff know their safeguarding responsibilities towards the children in their care
* there are both formal and informal opportunities and arrangements for listening to children and providing early help within the school itself – e.g. each child has an allocated Learning Mentor (LM) and a timetabled tutorial time. They also have access to their LM outside of this specific time if they wish to discuss any matter that is worrying them
* children receive the right help at the right time to address risks and prevent issues escalating.
* appropriate action is taken, based on each Local Safeguarding Children Board (LSCB)/Children's Services (CS) criteria for referral threshold.
* where the thresholds for referral to LSCB/CS are not met, but the concern raised indicates that additional support from the school and/or other agencies is required, the DSL will initiate appropriate levels of support such as Early Help or Team around the Family approaches
* appropriate, relevant information is shared quickly and at an appropriate level
* there is a clear and robust procedure for reporting and recording any safeguarding concerns
* clear records, stored securely, are kept of any concerns raised by staff and cases of possible/potential child abuse reported to the local authority along with any contemporaneous notes.
* where a child is subject to any level of child protection involving outside agencies, the school co-operates fully, openly and honestly within all multi agency arenas as per best practice outlined in ‘*Working Together to Safeguard Children (2018)’*
* all members of staff receive annual update training on Safeguarding
* all members of staff are given and sign to say that they have read, copies of Part 1 and Appendix A of Keeping Children Safe in Education (2021)
* all members of staff know what constitutes abuse and how to proceed should a disclosure be made to them or they suspect a child may be experiencing abuse.
* all members of staff receive training on specific aspects of Safeguarding that are appropriate to the children in their care
* The school’s Safeguarding Policy and Procedures are in line with Local Safeguarding Children Boards’ policies and expectations
* All staff are inducted in the School’s Safeguarding Policy and Procedures, Code of Conduct, Acceptable Use of IT Policy, Use of Personal Phones and other Digital Media Policy, Whistleblowing Policy and Behaviour Policy
* All other duties as set out in *KCSiE) Annex B* are completed

**Staff Training**

All staff must read at least Part One of *KCSiE*. This applies not only to new staff but also to those already in post in April 2014 when *KCSiE* was first introduced. Each time Part One of *KCSiE* is updated by the DfE, existing staff must be updated. This is particularly important when new duties are introduced, as with the introduction of *Prevent* in July 2015, or the recognition of additional types of abuse, as in September 2016. The methodology for ensuring existing staff read Part One of *KCSiE* is not prescribed. All effective means are acceptable (such as, electronic or hard copy distribution and acknowledgement). Schools should take steps to ensure that staff **understand** key information. This could be of particular relevance to staff who cannot read English, or at all.

From September 2016, in addition to Part One of *KCSiE*, school leaders and staff who work directly with children must read Annex A of *KCSiE* 2016. This applies to both incoming and existing staff as at September 2016. It is a matter for schools to decide who is classed as working directly with children and if they would benefit from the additional information.

The DSL/DSD should receive updated child protection training at least every two years. This will include local inter-agency working protocols and training in the LSCB’s approach to *Prevent* duties.   Additional designated safeguarding staff should be trained to the same level as the DSL/DSD.   All staff must be trained in child protection regularly, in line with advice from the LSCB. *Prevent*  awareness training will be part of this. Staff training should include on-line safety.

The two-yearly training for DSL/DSDs and regular formal training for staff should be supplemented with informal updates, for example, e-bulletins and staff meetings. These should be as required but at least annually.

**Induction Training**

All new staff must be provided with induction training that includes:

* the school’s child protection policy, including information about the identity and role of the DSL(s)
* the staff Code of Conduct/Behaviour policy, including the whistleblowing procedure and the Acceptable Use of Technology policy, if separate

* a copy of Part 1 of *KCSiE* (and, in effect, Annex A also, for those who work directly with children

Copies of the above documents should be provided to all staff during induction. Schools should take a risk-based approach to the level of information that is provided to temporary staff and volunteers.

# Categorising Child Abuse

* Child abuse is categorised under 4 headings:
* physical abuse,
* sexual abuse,
* emotional abuse
* neglect
* either singly or in any combination of the above areas. (Please see Appendix 1 for more details)

It should be remembered that child abuse can occur anywhere, to any child and under virtually any circumstances.

* Child abuse is characterised by:
  + the nature of the relationship between the abused child and the person(s) perpetrating the abuse
  + the degree of planning undertaken by the perpetrator(s)
  + the level of coercion or intimidation (emotional or physical) involved
  + and/or the level of criminal activity involved
  + the frequency, nature and severity of the incident(s)

**What you should do:**

1. **if you suspect a child is subject to child abuse**
2. **a child makes a disclosure of child abuse to you**
3. If abuse is suspected or there is clear evidence that a child has been abused you should:

* share their concerns verbally with the DSL.
* write down the child’s concerns and a record of the conversation with the DSL immediately after the verbal discussion, logged via CPOMS
* check with the DSL the next day, and again after 3 days, that the appropriate action has been taken.
* If the DSL/DDSL is suspected of actual or potential abuse of a child the member of staff should immediately contact the Director of Education, Miss Beth Crossland. Her telephone number is available from the School Office.

**2.** If a disclosure is made:

* listen carefully and note what is being said to you as accurately as possible
* ask the **minimum** number of questions required to allow you to clarify the information
* do not ask leading questions.
* stop asking questions as soon as a child (or adult) has made the disclosure.
* tell the child (or adult) who has made the disclosure about what you are going to do next. Tell him/her about the people whom you will be sharing the information with.
* ask him/her what (s)he would like to happen. Ask him/her if (s)he needs any help (in an extreme situation you may have to evaluate how to protect a child from further abuse at that point in time). Reassure him/her that (s)he has done the right thing in making the disclosure.
* remain with the child or arrange for another trusted adult to stay with them if this is necessary/wanted
* complete the ‘Recording Form for Safeguarding Concerns’ front sheet and if appropriate the Body Map sheet immediately (both are available from above the main printer).
* share the information immediately with the DSL or in his/her absence the DSD, who will then take responsibility for any further action required
* write down a full record of all of the information that you have been given, include details of those that you have shared the information with
* A record of the concern **must** by logged on CPOMS, ensuring that the DSL is alerted to this by the end of the working day. Staff must not leave the premises at the end of the day without completing this first.
* check the next day and then 3 days afterwards with the DSL/DSD as to what action has been taken.

# **Action to be taken for a** child **deemed to be a Child at Risk**

The DSL/DSD is responsible for liaising with other agencies regarding actions and decisions concerning alleged or actual child abuse.

**Actual/Suspected Child Abuse -** Observed by/disclosed to Members of Staff

**Written Record -** Signed and dated given to DSL/DSD

(See Guidelines above & below)

Action should be in accordance with the flow diagram below:



**DSL/DSD**





### Action required as per LSCB guidelines

### N.B. Pupils at PHS come from 6 Local Authorities. In the case of actual or suspected child abuse the DSL/DSD will contact the LSCB in the Local Authority the child normally lives in.

### 

**Contact L.A. Safeguarding Children**

**Team within 24 hours**

**N.B.** DSL/DSD files sheets in Safeguarding folder for future reference

**Parents informed of referral**

**if agreed with L.A. Social Care**



**Concerns shared with staff that need**

**to know**

No further action required

Once the Local Safeguarding Children Team has been informed any subsequent action will be guided by them. The DSL/DSD will act as the point of reference for the school from this point onwards.

# Action to be taken for a child deemed to be a Child Causing Concern

Should observations or a disclosure indicate a child is not necessarily at risk of significant harm, but is causing concern, the DSL/DDSL will refer the child to the relevant Children’s Services (see Appendix 2) within 24 hours. Subject to local procedures and reporting thresholds which can vary, this should lead to early help, an inter-agency assessment and intervention using local processes, including the use of the ‘Common Assessment Framework’ (CAF) and ‘Team around the Child’ (TAC) approaches.

**General Indicators of Child Neglect and Abuse**

There are a number of indicators that have been put forward by professionals in the field of child protection in order to raise awareness in those who are working on a daily basis with children and their families. The following lists have indicators which apply to children and their parents.

Parents who may neglect or abuse their children may exhibit the following:

* rejection of the child
* rough handling of the child
* be difficult to engage with or evasive
* failure to keep appointments with professional staff who are charged with the child’s welfare.
* frequent visits to the medical services with trivial complaints about the child or themselves

Children who may be suffering from neglect or abuse may exhibit some, all, or none of the following:

* unexplained failure to thrive
* injuries that are inconsistent with an accident as described by the parents
* frequent bruising, cuts, burns, etc.
* frozen awareness, when the child carefully watches adults’ expressions and movements
* reluctance to be alone with their carer/s
* sudden unexplained changes in their reactions towards the adults working with them
* frequent mood changes
* sadness and unwillingness to take part in activities
* social isolation and withdrawal

Not all children who have been neglected or abused will show all, some or even any of these indicators, and one indicator alone may not denote that a child is being abused. A number of children may exhibit “failure to thrive” and doctors may not be able to find any reasonable explanation for this but this does not necessarily indicate that they have been a victim of abuse. A child with a combination of indicators who has a parent who is also exhibiting one or more of the adult indicators could lead a carer to suspect that they may be dealing with a case of abuse or neglect.

In the area of child sexual abuse there is a different set of indicators; most of these are related to the behaviour of the child:

* sudden changes in personality, such as wanting constant attention and reassurance
* rejection or withdrawals from friendships
* lack of trust of a familiar adult
* aggressive or overly compliant behaviour
* withdrawal, listlessness, sadness
* fear of being alone
* showing affection in a sexual way inappropriate to their age
* eating problems, loss of appetite, problems swallowing, excessive eating

**It is particularly important for staff working with non-verbal children and for those with additional needs of any kind that they are aware of these potential signs of abuse. Where physical abuse is suspected, members of staff MUST discuss this with the DSL/DSD, who will authorise, or not, the removal of the children’s clothing to look at physical signs. If this is authorised it must always be done by at least one of the members of staff known to the child and either the DSL, or DSD.**

**Types of abuse and neglect**

All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

* **Abuse** is 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 (e.g. via the internet).
  + They may be abused by an adult or adults or another child or children.
* **Physical abuse** is a form of abuse which may involve:
  + hitting
  + shaking
  + throwing
  + poisoning
  + burning or scalding
  + drowning
  + suffocating
  + or otherwise causing physical harm to a child

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

* **Emotional abuse** is 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
  + include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate
  + feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
  + involve seeing or hearing the ill-treatment of another.
  + involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

* **Sexual abuse** 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
  + 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 (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Information about these issues can be found in Appendix A of KCSiE, which all staff have signed to say they have read.

**Disclosure/Allegations from a Child/Young Person**

If a child volunteers' information about abuse to a member of staff, it may sometimes be done obliquely rather than directly. An abused child is likely to be under severe emotional stress and the staff member may be the only adult whom the child is prepared to trust. When information is offered in confidence, the member of staff will need to explain with sensitivity, whilst retaining the child’s trust, that action may be required, that other adults will need to be informed and that complete confidentiality cannot be honoured. Staff need to be aware that the most important aspect of their response to a child is willingness to listen and to take seriously what the child is saying, without asking questions or making any assumptions (e.g. about who has abused the child) which could later be interpreted as leading the child if criminal proceedings were to follow. The child should tell the full story of what has happened only once. The member of staff should complete the Safeguarding concern form as per the procedure ensuring that they make a written record of the discussion, recording date, place and names of anyone else present, and using the words of the child where they are remembered. In any resulting criminal proceedings these notes would be potentially disclosable to both the prosecution and defence lawyers.

**Peer-on-Peer Abuse**

Park House School has a **zero-tolerance approach** to peer-on-peer abuse.

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

* bullying (including cyberbullying, prejudice-based and discriminatory bullying)
* 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); and initiation/hazing type violence and rituals. This abuse can:
* Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
* Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm Children or young people who harm others may have additional or complex needs e.g.: Significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, involved in crime.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their emotional well-being and educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT+ children are at greater risk.

Staff should be aware of the importance of:

* Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviour risks normalising them. Any nagging doubts about such behaviour should be addressed/passed on. Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm is illegal and as such is a specific sexual offence.
* We recognise that children are capable of abusing their peers. This peer-on-peer abuse can take the form of physical abuse, sexual violence, sexual harassment, sexting and initiation ceremonies amongst other forms.
* We will make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. It should be clear as to how victims of peer-on-peer abuse will be supported. The allegations will be passed to the DSL, and will be recorded, investigated and a resolution in place. At all times the alleged victim and alleged perpetrator will be supported and given guidance. Professional support will be sought if and as necessary.
* Peer-on-peer abuse can manifest itself in many ways. The Department of Education provides searching screening and confiscation advice for schools which is used in our school policy. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools
* Staff should be vigilant and aware of the potential of peer-on-peer abuse. Reporting and recording of these incidents are essential in the continuing protection of all children and young people in our care.
* Reporting Peer on Peer abuse in the first stage needs to go to the DSL. This should be reported verbally in the first instance, as soon as practically possible. A written record of the concern should be logged via CPOMS within 24 hours of the concern being raised.
* Once received the report will be explored by the DSL. It may be referred out if necessary and any further actions communicated to appropriate staff and professionals.
* Support at all stages will be offered to the students and parents.
* Signposting to external support will also be considered. Please refer to ‘Keeping Children Safe in Education - Part Five’, 2021, ‘Sexual violence and sexual harassment between children in schools and colleges,’ (DfE, September, 2021) for full details of procedures to be followed in such cases. Also see ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’ (UKCIS, December 2020)

**Information About or Allegation of Abuse by a Staff Member**

If a child or his/her parent volunteers to a member of staff information about abuse by another member of staff, the person receiving the information should immediately pass it to the DSL/DDSL. Teachers and other staff working at our school are particularly vulnerable to accusations of abuse. Even though such allegations may be false, malicious or misplaced, reporting must be instantaneous and the informant assured of that. Such information will be extremely sensitive, for abuse in these circumstances is particularly serious as unfounded allegations can be traumatic for the adults concerned and could inflict long term damage on a person’s health and career.

The DSL/DDSL will consider initially whether or not there is sufficient substance in an allegation to warrant investigation. The rights of individual staff to be informed and protected will be safeguarded. The school will not undertake its own investigations of allegations without prior consultation with the Local Authority Designated Officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO will be held informally and without naming the school or individual.

Where it is confirmed a member of staff has been abusing a child, either at school or elsewhere this constitutes gross misconduct and their employment would be immediately terminated. The Disclosure and Barring Service would be informed immediately.

If there was concern that a teacher was guilty of professional misconduct the same procedure outlined above would take place. If, ultimately, they are found to be guilty of Gross Misconduct, The National College for Teaching and Leadership would be informed so that they can make appropriate arrangements.

**Oversight of safeguarding, including arrangements for reviewing policies and procedures**

**The role of the Proprietors/Directors of PHS in Safeguarding**

The Proprietors and Directors of PHS are, collectively, responsible for the Safeguarding policy and procedures at the school. This is delegated on a day to day basis to the Principal, and also the DSL.

**The directors nominated lead for Safeguarding is**

**Mrs Beth Crossland, who is also a Proprietor.**

As well as regular weekly and monthly meetings with a proprietor/director, at which current safeguarding concerns are raised by the Principal/DSL, all directors receive an update on any safeguarding at the school annually.

The proprietors and directors are committed to ensuring that the school contributes to inter-agency working in line with *Working Together* through effective communication and good cooperation with local agencies*.* If there has been a substantiated allegation against a member of staff, the directors will work with the LADO to determine whether there are any improvements to be made to the school’s procedures or practices to help prevent similar events in the future.

**Additional actions/policies in place to ensure a child’s safety whilst they are at school.**

**Safer Recruitment**

To ensure children’s safety the school is committed to safer recruitment processes and procedures. These are outlined in the Safer Recruitment policy.

**Whistleblowing**

This policy sets out actions staff may take if they are concerned that another member of staff is acting in a way that they feel is unsafe.

**Child/staff relationships – (Please refer to the Code of Conduct for more detail)**

Relationships between staff and children must be kept on a professional basis at all times. Staff should not have social contact with children or their parents without specific permission from the Principal. Under no circumstances should staff contact children outside of school using telephone, text or social media.

**Safe Use of Technology (Please refer to Safe Use of Technology policies 1 and 2 for further detail)**

Staff and children must not use their own telephones, i-pads, DS’s, gaming stations etc. during the school working day, except under the circumstances and in the locations set out in the Use of Personal Electronic Devices policy.

**Use of Social Media**

Children do not have access to social media whilst at school.

Staff must not place any information relating to the school, its children, their parents or other members of staff on the internet. This is detailed in the Staff Use of Social Media Policy and the Staff Induction Handbook.

**Safe Use of the Internet**

* ***In school***

All children undertake annual work on keeping safe online. This takes place within ICT lessons and specific days during a REACH Week to teach and remind them about the key ways they can keep themselves safe online. Appropriate filters, blocks and restrictions are placed on the children’s laptops by the ICT key worker.

* ***Outside of School – Internet bullying and Child Sexual Exploitation.***

Many children at PHS use the internet as their preferred means of communication with other like-minded individuals in cyber-space. The nature of their identified SEND means that most will be unable to distinguish between people who are who they say they are and people who are masquerading as someone else. This opens them up to potential grooming and CSE. Where staff are concerned that a child may be accessing or being directed towards age inappropriate materials, they must complete a Recording Form for Safeguarding Concern and follow the standard safeguarding procedures.

* **Looked after children**

Looked after children are particularly vulnerable to child abuse. The proprietors ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority.

Mrs Gemma Simper, Principal and DSL, is the designated member of staff with responsibility for the welfare and progress of Looked after Children. They ensure that the school has up-to-date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated carers.

The statutory guidance *Promoting the education of looked after children* provides details of expectations for best practice and the school endeavours to meet these at all times.

* **Safeguarding issues**

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours by adults with responsibility for the child and/or the child themselves such as drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school or college’s policy and procedures with regards to peer-on-peer abuse.

KSCiE (Annexe A) identifies a number of additional issues that could be considered as actual, or contributing towards, abuse of the child.

**These are:**

* bullying including cyberbullying
* children missing education
* child missing from home or care
* child sexual exploitation (CSE)
* domestic violence
* drugs
* fabricated or induced illness
* faith abuse
* female genital mutilation (FGM)
* forced marriage
* gangs and youth violence
* gender-based violence/violence against women and girls (VAWG)
* hate
* mental health
* private fostering
* preventing radicalisation
* relationship abuse
* sexting
* trafficking

Information about these issues can be found in Appendix A of KCSiE, which all staff have signed to say they have read.

Additionally, all members of staff have completed an online training course on Prevent, to raise awareness of the dangers of radicalisation online

* **Children Missing from Education.**

The nature of our children’s needs means that they are particularly vulnerable to periods of time away from education. The school’s attendance policy sets out routines for staff to follow when children are absent without prior notification from parents/carers and thresholds for intervention in terms of cumulative absence.

**In addition:**

The School will notify the appropriate Local Authority when it removes or adds a child’s name to the admissions register at non-standard transitions, i.e. where a compulsory school-aged child leaves school before completing the school’s final year or joins a school after the beginning of the school’s first year. It will also provide information to the local authority the child is normally resident in at times of standard transitions.

**Appendix 1**

**Local Safeguarding Children Boards**

The school’s children come from 6 local authorities, each of which has its own LSCB. This policy draws from the Peterborough LSCB and, should a safeguarding concern about an incident happening at the school, or having regard to any member of staff at the school, it is to this LSCB and Children’s Services that the referral will be made.

Should the concern relate to a home based issue or incident then the referral will be made to the LSCB or Children’s Services in the Local Authority where this concern arises.

**Peterborough**

**01733 864180** - Children’s Social Care

**01733 863744** - Safeguarding Children Board (SCB)

**01733 864038** - Local Authority Designated Officer (LADO)

**Cambridgeshire**

**0345 0455203** - Children’s Social care

**01733 234724** - Emergency Duty Team

**01480 373522** - SCB

**Rutland**

**01572 722577 ext. 8407** - Duty Team

**0116 3050005** - Children’s Emergency Duty Team

**0116 3057130** - Rutland and Leicestershire SCB

**0116 3057597** - LADO

**Bedford**

**01234 846960** - Public Protection Unit (Beds Police – PPU)

**01234 718700** - Multi Agency Support Hub (MASH)

**01234 276693** - LADO

**0300 3006194** - Bedfordshire SCB

**Norfolk**

**0344 8008021** - Advice and support line (Referrals)

**01603 223409** - Norfolk SCB

**Lincolnshire**

**01522 782111 -** Children’s Services Customer Service Centre (CSC).

**01522 782333** - Emergency Duty Team (EDT)

**01522 554674** - LADO

**Female Genital Mutilation**

If you suspect FGM may happen or has already happened, you must seek help and advice. Call the FGM helpline on 0800 028 3550 or contact the Police on 999

**PREVENT**

If you are concerned that an individual may be at risk of radicalisation, you should treat this as you would any other safeguarding issue; and escalate it using your normal, internal procedures, such as informing your safeguarding lead and/or LADO or by contacting the Prevent team: [Prevent@cambs.pnn.police.uk](mailto:Prevent@cambs.pnn.police.uk)

**Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): County Lines**

At Park House School we train staff to recognise that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. 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.

we recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology.

We understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. 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. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a referral to the Children’s Advice and Duty Service (CADS) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.