



SAFEGUARDING AND CHILD PROTECTION PROCEDURES PART 2 SEPTEMBER 2023

Version 1.0

Reviewed: September
2023
Reviewer: H Lakin
LGB minute number:

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Our School

Our Context

Fountains High School is a generic special school based in Burton-on-Trent, we support children and young people aged from 11 to 19 with a wide variety of needs and disabilities. At Fountains High School, the welfare and wellbeing of our pupils is of paramount importance to us and we endeavour to create an environment in which all pupils can reach their full potential whilst feeling safe and supported, we strive to:

- **Protect** pupils from maltreatment.
- **Prevent** impairment of our pupil's mental and physical health or development.
- **Ensure** that our pupil's grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action** to enable **ALL** pupils to have the best outcomes.

This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or a third party and should be read in conjunction with the documents [Keeping Children Safe in Education 2023](#) and [Working Together to Safeguard Children 2018](#).

This policy is available on our website and a printed version is available on request from the school office.

These procedures should be read in conjunction with other relevant policies.

Recording and Reporting

Fountains High School use My Concern, an electronic recording system, to record safeguarding concerns about our pupils, the safeguarding team will receive a notification of any concern raised and respond appropriately.

Behaviour Management

Fountains High School are committed to promoting good behaviour, self-discipline and respect and staff work to minimise risk and support our pupils to build and maintain positive relationships. Fountains High School follows the principles set out by PROACT-SCIPr-UK which is a pupil-centred model of support that aims to minimise the use of physical intervention and emphasises positive behavioural support strategies based upon a pupil's needs, characteristics and preferences. Pupil behaviour is recorded on an online system called Integris.

Signing-In Procedure

All individuals who come on-site at Fountains High School are expected to sign in and out of the building. Fountains High School staff are required to sign in and out using an electronic system and must wear their identification badges at all times. Visitors who attend Fountains High School will be welcomed by a member of staff and supported to sign in and out at reception, they will be provided with a visitor badge which must be worn at all times whilst on-site; all visitors will be provided with a leaflet on their arrival which identifies the members of the safeguarding team on-site and details the procedure for reporting concerns. Fountains High School expect all staff, governors, volunteers and visitors to share our commitment to keeping pupils safe.

Our Pupils, Our Families and Our Community

Fountains High School supports pupils aged 11 to 19 with a wide variety of needs and disabilities across the main school site and Post-16 provision based at Burton and South Derbyshire College. Fountains High School is a pupil-centred school and pupils are supported to develop positive relationships with staff and are encouraged to communicate their views and wishes; staff will make every effort to listen and capture the voices of pupils to enable us

to have a clear understanding of their experiences, pupils will always be reassured that staff are there to help them feel supported and safe.

Fountains High School are committed to working in partnership with parents and carers to safeguard and promote the welfare of their children.

At Fountains High School, we recognise that pupils with Special Educational Needs (SEN), disabilities or certain health conditions may face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

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

We offer extra pastoral support to our pupils.

We offer enhanced communication support to our pupils.

Any concerns of abuse involving pupils with SEND will require close liaison with the DSL/DDSL and the SENCO.

At Fountains High School, we understand that some pupils will be more vulnerable, both online and offline, due to their individual needs and/or personal circumstances. We understand that some young people will require more support to keep themselves safe. We are all committed to providing the additional support, education, guidance or multi-agency protection that these pupils need to be able to achieve and thrive. We will ensure that we remain particularly alert to the potential need for additional support at any tier or threshold for a pupil who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- Is at risk of being radicalised or exploited.
- Has a family member in prison or is affected by parental offending.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing alcohol and other drugs themselves.
- Has returned home to their family from care.
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- Is a privately fostered child.
- Is persistently absent from education, including persistent absences for part of the school day.

Recognising Abuse and Taking Action

Our Training and Support

At Fountains High School, we are all trained in recognising and responding to signs of abuse; training is bespoke to our roles and responsibilities.

The DSL shares an annual safeguarding training and development calendar so that all staff receive updates/guidance and training throughout the year which ensures we are confident and competent to meet the needs of our pupils.

Safeguarding Training/ Awareness	DSL/DDSL	School staff in regulated activity	Staff in non- regulated activity	Governors
Safeguarding and Child Protection	✓	✓	✓	✓
KCSIE updates	✓	✓	✓	✓
PREVENT	✓	✓	✓	✓
Online Safety	✓	✓		
FGM	✓	✓		
Private Fostering	✓	✓		
Safer Recruitment	✓			✓

The Fountains High School safeguarding training calendar for 2023-2024 is below; this calendar is subject to change/amendment if required in line with the identified needs of our pupils and staff.

Safeguarding Training Calendar 2023-2024

**Staff Safeguarding Focus
2023-2024**



Focus	Half-Term
Level 1 Safeguarding Children and Protecting them from Abuse and Neglect Keeping Children Safe in Education 2023 Update	Inset Days
Domestic Violence	Autumn 1
Online Safety	Autumn 2
Prevent	Spring 1
FGM and Forced Marriage	Spring 2
Mental Health and Wellbeing	Summer 1
Child Sexual Exploitation and Child Criminal Exploitation	Summer 2

We have a team of staff at Fountains High School who are trained to lead safeguarding across our school. The DSL or a DDSL will always be available on site. If staff have concerns about a pupil or the conduct of a member of staff (both in school or outside of school), they always seek advice from the DSL or the DDSL. For more information on the role of the DSL and DDSL, please refer to Part 1 Esteem Safeguarding Policy.

Our Safeguarding Team	Names	Contact Details
DSL	Holly Lakin	hlakin@fountains-high.staffs.sch.uk
DDSL	Gareth Allen Bev Rowley Abigail Carr Wendy Skelton Caroline Heathcote Shafeen Akhtar (Post-16)	headteacher.high@fountains.staffs.sch.uk browley@fountains.staffs.sch.uk acarr@fountains.staffs.sch.uk wskelton@fountains.staffs.sch.uk cheathcote@fountains.staffs.sch.uk sakhtar@fountains.staffs.sch.uk
Link Governor	David Symons	Contact via the school office/website
Link Trustee	Jackie Bull	

If the DSL or DDSL requires support or guidance, they can contact:

Role	Contact	Details
Esteem Head of Safeguarding and Early Help	Hannah Longley	hlongley@esteemmat.co.uk
Esteem Head of HR	Maxine Day	mday@esteemmat.co.uk
FASST Senior Key Worker (Early Help)	Chantelle Taylor-Walster Timara Soar-Hamilton	ctaylor-walster@esteemmat.co.uk tsoar-hamilton@esteemmat.co.uk
Chair of LGB (if concerns are around the Head Teacher)	David Symons	Contact via the school office/website
Local Safeguarding Advice Line	Staffordshire Children's Advice and Support Service Derbyshire Starting Point Consultation and Advice Service for Professionals Derby City Children's Services Professional Consultation Line	0300 1118007 01629 535353 07812300329

Our school and Esteem Multi Academy Trust recognise that supporting pupils and families who may be at risk can be challenging for the staff involved. The DSL (or DDSL) has access to regular Safeguarding Supervision and the Esteem DSL Network.

All staff can access support via Westfield Health.

Staff follow Fountains High School procedures where we have any concerns regarding the welfare or safety of a pupil. Our visitors, volunteers, Governors and Trustees also follow Fountains High School procedures, this is made clear to them:

- This policy is available on our website and a printed version is available on request from the school office. Parents/carers are informed of this policy when their young person join our school.
- This policy will be reviewed in full by the governing body on an annual basis or sooner should the legislation/guidance change.
- This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at our school. Our policy applies to all staff, paid and unpaid, working in the school, including governors.
- This policy is provided to all staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside our staff code of conduct.
- Our governing body, working with the senior leadership team and DSL, ensure that those staff who do not work directly with children will read at least Part 1 or Annex A (condensed version of Part 1) of the Keeping Children Safe in Education 2023 guidance.
- All staff who work directly with pupils are provided with and have read at least Part 1 of the Keeping Children Safe in Education 2023 guidance.
- The school follows the Staffordshire Safeguarding Children Board policies and procedures [StaffsSCB](#).

Communicating and Working with Parents and Carers

Where appropriate, staff at Fountains High School will discuss any concerns about a pupil with their parents or carers. The DSL will normally do this in the event of concern or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the pupil, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other pupils, we normally notify the parents or carers of all the pupils involved; we will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them and understand their wishes in terms of what support they may need and how the report will be progressed.
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

If school have assessed that Early Help intervention would be appropriate for the pupil or for the family, this referral to Esteem FASST, in-house family support or the local Early Help service will only be completed with consent; parents and carers have the right to withdraw their consent at any point.

Recording and Reporting

For Staff

We will hold records in line with our Esteem Records Retention Policy.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, will be recorded on My Concern. If staff are in any doubt about whether to record something, they will discuss it with the DSL/DDSL.

Records will 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.

Concerns, referrals and any other documents regarding safeguarding a pupil (including meeting minutes and reports) will be uploaded and stored in My Concern. This confidential information will be held securely on My Concern and only available to those who have a right or professional need to see it. Any non-confidential records will be readily accessible and available. Safeguarding records relating to individual pupils will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA) for the term of the inquiry.

If a pupil for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file. To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer.
- **The first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex and/or social care are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the pupil.

Fountains High School use My Concern, an electronic recording system, to record safeguarding concerns about our pupils, the safeguarding team will receive a notification of any concern raised and respond appropriately.

Fountains High School works in partnership with other agencies, where appropriate, to safeguard and promote the welfare of our pupils. Information sharing is vital in identifying and tackling all forms of abuse and neglect and in prompting pupil's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes. Fountains High School are proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of pupils, whether this is when problems are first emerging, or where a pupil is already known to the local authority children's social care.

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

Please refer to the EMAT Retention Policy September 23

For Our Pupils

Where there is a safeguarding concern, staff at Fountains High School will take the pupil's wishes and feelings into account when reporting. The DSL will consider the pupil's wishes and feelings when determining what action to take and what services to provide.

At Fountains High School, we make every effort to listen to and capture the voice of pupils to enable us to have a clear understanding of their daily lived experiences. We are aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful; we understand that pupils may feel embarrassed, humiliated or are being threatened. Pupils may find it difficult to share their concerns due to vulnerability, disability and/or sexual orientation or language barriers but this does not prevent **ALL** staff from having professional curiosity and speaking to the DSL if they have concerns about a pupil and our staff determine how to best build trusted relationships with pupils which facilitate this communication. To achieve this, we:

- Have systems in place for pupils to confidently report abuse: we have a safe environment with an ethos of openness in which pupils are encouraged to have a voice and know that they will be listened to. Pupils are aware that there is an 'open-door' culture throughout the school and that all staff are there to listen and help them to feel safe.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils.
- Pupils are reminded on a regular basis through assemblies, PSHE lessons and visual prompts around school that they can report abuse. Fountains High School have a pupil-friendly safeguarding policy which has been developed together with pupils.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.

Our Safeguarding Procedures

If a Pupil is Suffering or Likely to Suffer Harm or is in Immediate Danger

Staff at Fountains High School will make a referral to children's social care and/or the police immediately if we believe a child is suffering or likely to suffer from harm or is in immediate danger.

Anyone can make a referral but our DSL and DDSL are trained to lead on referrals.

If a member of staff has made the referral directly and are not the DSL or the DDSL, they will inform the DSL or DDSL immediately or as soon as possible.

We will ensure we follow the procedures for making a referral to social care as determined by the local Safeguarding Board/Partnership in the pupil's area.

[Staffordshire Safeguarding Children Board](#)
[Derby Safeguarding Children Partnership \(ddscp.org.uk\)](http://ddscp.org.uk)

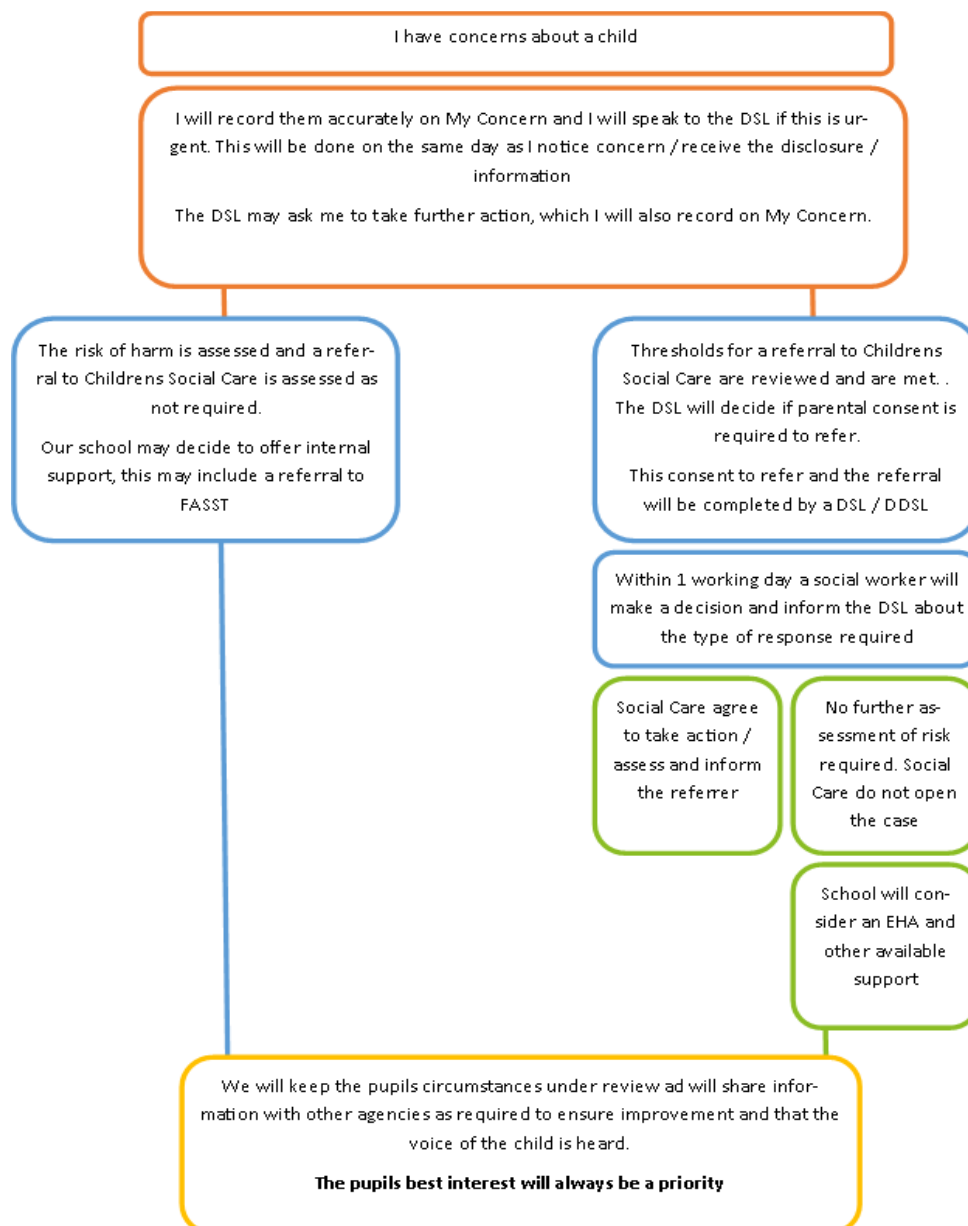
If a Pupil Makes a Disclosure to Me

If a pupil discloses a safeguarding issue to a member of staff, they will:

- Listen to and believe them. They will allow them time to talk freely and will not ask leading questions.
- Stay calm and won't show that they are shocked or upset.
- Tell the pupil they have done the right thing in telling them and won't tell them that they should have told them sooner.
- Explain what will happen next and that they will have to pass this information on, they will not promise to keep it a secret.
- Write up the conversation on My Concern as soon as possible on the day the information was received using the pupil's own words. They will stick to the facts and won't put their own judgement on it. They will ensure that their language is professional and cannot be misconstrued. They will record information as if it is going to be shared with external partners and parents/carers.
- Ensure that the DSL has received the report. Alternatively, if appropriate, they will make a referral to children's social care and/or the police directly and will tell the DSL as soon as possible. Aside from these people, they will not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.
- All staff understand that some pupils may:
 - Not feel ready, or know how to tell someone that they are being abused, exploited or neglected.
 - Not recognise their experiences as harmful.
 - Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.
 - Not be able to disclose using verbal communication and need access to augmentative communication systems and staff trained.
 - Communicate through their behaviour or require staff to recognise changes in their presentation, concentration and motivation.

None of this will stop staff from having a professional curiosity and speaking to the DSL if they have concerns about a pupil.

If I have Concerns About a Child (as opposed to believing a child is suffering or likely to suffer from harm, or that they are in immediate danger)



Staff will record their concern onto My Concern and will speak to the DSL or DDSL to agree a course of action. Staff may be required to take low level actions and record this onto the My Concern system.

If in exceptional circumstances the DSL or the DDSL is not available, this will not delay appropriate action being taken and staff will speak to a member of the senior leadership team and/or take advice from Esteem Head of Safeguarding, a Senior Practitioner in the Esteem Family and Student Support Team and/or local authority children's social care. Staff can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

If staff take any actions directly, including making a referral to local authority children’s social care, they will always seek advice from Esteem MAT and will share details with the DSL as soon as practically possible. If staff make a referral directly, they will record the details on My Concern immediately. Any online or paper-based referral must be uploaded as a file onto My Concern.

Referral

If it is appropriate to refer the case to local authority children’s social care or the police, the DSL will usually make the referral or will support staff to do so. The DSL will refer to the local safeguarding partnership/board threshold document and will evidence their concerns using the descriptors published.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow-up with the local authority if this information is not made available and ensure outcomes and any discussions are accurately recorded on My Concern.

If the pupil’s situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child’s situation improves.

Esteem FASST and Early Help Assessment (EHA)

Esteem FASST are our central Early Help Service. They have a tiered model of support that all pupils and families can access to ensure the right support at the right time.

Further information and referral forms can be found at www.fasst-esteem.co.uk

If an EHA is appropriate, the DSL will generally lead on either liaising with other agencies and setting up an inter-agency assessment or will make a referral to the Esteem FASST who will then lead as appropriate. The DSL/Senior Family Support Worker may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children’s social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Specific Safeguarding Concerns

At Fountains High School, staff are trained to notice and to have professional curiosity. All staff are supported to discuss their observations and concerns with a DSL/DDSL and are encouraged to have confidence to challenge and think the unthinkable.

The indicators of abuse and the action(s) we will consider listed below is not an exhaustive list but are points for reflection and consideration. All staff are skilled at identifying indicators of abuse and notice changes in pupil’s behaviour, presentation, motivation and communication and know what actions are required to promote a pupil’s wellbeing and keep them safe.

If it is appropriate to refer the case to local authority children’s social care or the police, the DSL will make the referral or support staff to do so. If staff make a referral directly, they will tell the DSL immediately or as soon as possible. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available and ensure outcomes are properly recorded.

If the pupil’s situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the pupil’s situation improves.

Staffordshire Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies, and between agencies, provides a healthy approach to the work. This process will be kept as simple as possible and the aim will be to resolve difficulties at a professional practitioner level, wherever possible, and always in a restorative way. It is recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action and support should be sought from the DSL/DDSL. If it is believed that concerns regarding a pupil are not being addressed and outcomes are not improving, it is the expectation that concerns are escalated in line with the [SSCB Escalation policy 2022](#) until a satisfactory conclusion is reached. When professional challenge and/or the escalation process is utilised, what staff want to achieve as a result of the challenge/escalation, what is expected to happen and the desired outcome will be set out.

If a pupil is from another local authority area, their local Safeguarding Board/Partnership’s escalation procedure will be followed.

A pupil whose behaviour towards other pupils causes a safeguarding concern or where we have received an allegation of Child-on-Child Abuse (peer-on-peer where the young people are 18+)

At Fountains High School, we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We have an attitude that child-on-child abuse can happen here. All staff at Fountains High School recognise the indicators and signs of child-on-child abuse and know how to identify and respond to reports of it. Staff understand the importance of timely challenge of inappropriate behaviour between peers that are abusive in nature. Staff recognise that some groups of children are potentially more at risk. Evidence shows that girls, pupils with SEN and/or disabilities and lesbian, gay, bisexual and transgender (LGBT) pupils are at greater risk of child-on-child abuse. All child-on-child abuse is unacceptable and will be taken seriously.

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

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk of harm.
- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex.
- Through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

Pupils who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Managing allegations of child-on-child abuse (and peer-on-peer abuse where the young people are 18+)

When supporting victims, we will:

- Reassure that the law on child-on-child abuse is there to protect them, not criminalise them.
- Reassure that they are being taken seriously and that they will be supported and kept safe.
- Ensure that they are never given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.
- Victims of child-on-child/peer-on-peer abuse will be supported by appropriate staff in school and referred to specialist agencies if required. The safeguarding team will put in place risk assessments and/or safety plans as required to help pupils feel safe and supported.

When supporting alleged perpetrators, the DSL will:

- Take the lead role in any disciplining of the alleged perpetrator(s).
- Provide support (or refer to a service to provide support) at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

When recording and reporting an allegation of abuse against another pupil, we will:

- Record the allegation and inform the DSL immediately, but we will not investigate it.

The DSL will:

- Contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- Put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if

needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s).

- Contact the children and adolescent mental health services (CAMHS), if appropriate.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting pupils and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

We will create a supportive environment at Fountains High School to minimise the risk of child-on-child abuse by:

- Regularly reviewing decisions and actions and updating policies with lessons learnt.
- Looking out for potential patterns of concerning, problematic or inappropriate behaviour and deciding on a course of action where we identify any patterns.
- Considering if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.
- Being alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Remaining alert to the possible challenges of detecting signs that a child has experienced sexual violence and show sensitivity to their needs.
- Challenging any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent. Please refer to RSE/PSHE curriculum.
- Ensuring pupils are able to easily and confidently report abuse using our reporting systems.
- Ensuring we reassure victims that they are being taken seriously.
- Supporting pupils who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensuring staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”.

- That if they have any concerns about a pupil's welfare, they should act on them immediately rather than wait to be told and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to.
 - A friend may make a report.
 - A member of staff may overhear a conversation.
 - A child's behaviour might indicate that something is wrong.
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
 - That they should speak to the DSL if they have any concerns.
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

A pupil who has raised concerns around sharing of nudes and semi-nudes ('sexting')

If a member of staff is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they will explain to the pupil that they need to report the incident to the DSL and reassure them that they will receive support and help.

The member of staff will **not**:

- View, copy, print, share, store or save the imagery themselves or ask a pupil to share or download it (if they have already viewed the imagery by accident, they must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

The member of staff will record all of this information accurately on My Concern and the **DSL/DDSL will review the information.**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that manages safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the police and/or children's social care.

- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images or videos from devices or online services – this is likely to be on advice from the police.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children’s social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs).
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person’s developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children’s social care, the DSL will conduct a further review to establish the facts and assess the risks. They may hold interviews with the pupils involved (if appropriate and all pupils involved attend your school). If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children’s social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through contacting the local neighbourhood police or dialling 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes and the decisions made in responding to them, will be recorded on My Concern.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and online safety curriculum.

A pupil who is Missing from Education or is Absent from Education

Pupils who go missing from or are absent from education could be at increased vulnerability and it can be a warning sign to a range of safeguarding risks including abuse and neglect which may include: sexual abuse or exploitation, child criminal exploitation, mental health problems and substance abuse.

There are many circumstances where a pupil may become absent or missing from education, but some are particularly at risk. These include pupils who:

- Are at risk of harm or neglect.
- Are at risk of forced marriage or FGM.
- Come from the families of service personnel.
- Come from Gypsy, Roman or Traveller families.
- Arrive from new migrant families.
- Go missing or run away from home or care.
- Are supervised by the youth justice system.

There being a pattern of disengagement from parents/carers can also increase risk to pupils.

Actions we will consider are:

We will follow our procedures for unauthorised absence and for supporting pupils who are absent from education. Fountains High School will notify the local authority of any pupil who fails to attend school regularly after making reasonable enquiries or has been absent without permission for a continuous period of 10 days or more. Fountains High School will also notify the local authority of any pupil who is to be deleted from the admission register because they:

- Have been taken out of school by their parents/carers and are being educated outside of the school system (e.g. elective home education).
- Have ceased to attend school and no longer live within a reasonable distance of the school at which they are registered (moved within the city, country or abroad but failed to notify the school of the change).
- Displaced because of a crisis (e.g. domestic violence or homelessness).
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age and neither they/their parent/carer have indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Is in custody for a period of more than 4 months due to a final court order and the proprietor does not reasonably believe that they will return to the school at the end of that period.
- Have been permanently excluded.

Fountains High School holds at least 2 emergency contact numbers for each pupil. If a pupil goes missing from school and we are unable to locate them, we will inform parents/carers and will also contact the police to report them missing. This will ensure that the police and other partners have a true picture of missing episodes which are indicators of risk for some children.

Fountains High School will work closely to ensure that an appropriate safeguarding response is put in place for pupils who go missing from education, the attendance policy is linked on the school website.

A pupil who is persistently absent from education, including persistent absences for part of the school day

Pupils being absent from education for prolonged periods and/or on repeated occasions can be warning signs to a range of safeguarding issues such as neglect, child sexual and child criminal exploitation, particularly county lines and mental ill-health. It is important that the response to persistently absent pupils supports in identifying such abuse and, in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where pupils are already known to the local authority children's social care and need a social worker (such as a child in need, has a child protection plan or is a looked after child), where being absent from education may increase known safeguarding risks within the family or community.

We will follow procedures outlined in our attendance policy for pupils who are persistently absent from education. If it is suspected that a child is suffering or at risk of harm or neglect, we will follow local child protection procedures.

A pupil who may be a Young Carer

Indicators of risk may include:

- Often late or absent from school with little explanation.
- Falling behind on school work.
- Disengagement from groups, clubs or sporting activities without explanation.
- Often tired, anxious, withdrawn or worried.
- Isolated from peers, struggles to attend extra-curricular activities and trips.
- Secretive about home life.

Actions we will consider are:

If staff suspect that a pupil is a young carer, we will gain further understanding of their situation and work in partnership with them to explore avenues of support, for example, making contact with the young carers team.

A pupil who may be at risk of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

Child Criminal Exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants and/or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence.

At Fountains High School, we recognise that Child Criminal Exploitation can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. We understand that both girls and boys can be vulnerable to this type of abuse but it can look different for boys and for girls so the indicators may be different.

Indicators of risk may include:

- Unexplained gifts, money or new possessions.

- Associate with other children involved in exploitation.
- Suffer from changes in emotional well-being.
- Misuse alcohol and other drugs.
- Go missing from home or care for periods of time or regularly come home late.
- Go missing and are subsequently found in areas away from their home.
- Regularly miss school or education or do not take part in education.
- Have been the victim or perpetrator of serious violence (e.g. knife crime).
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- Are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity.
- Owe a ‘debt bond’ to their exploiters.
- Have their bank accounts used to facilitate drug dealing.

Actions we will consider are:

If a member of staff is concerned that a pupil is at risk of CCE, they will discuss their concerns with the DSL/DDSL and record them on My Concern. As per the procedure set out on page 13, if it is believed that the child is suffering or likely to suffer from harm or is in immediate danger, we will make a referral to children’s social care and/or the police. If the risk of harm is assessed and a referral to children’s social care is not required, we may decide to offer internal support.

The DSL will consider the availability of local services/third sector providers who offer support to pupils at risk of CCE.

A pupil who may be at risk of serious violence

Indicators of risk may include:

- Increased absence from school.
- Change in friendships or relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)).

At Fountains High School, we understand the following risk factors which increase the likelihood of involvement in serious violence include:

- Being male.
- Having been frequently absent or permanently excluded from school.

- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Actions we will consider are:

If a member of staff is concerned that a pupil is at risk of serious violence, they will discuss their concerns with the DSL/DDSL and record them on My Concern. As per the procedure set out on page 13, if it is believed that the child is suffering or likely to suffer from harm or is in immediate danger, we will make a referral to children’s social care and/or the police. If the risk of harm is assessed and a referral to children’s social care is not required, we may decide to offer internal support.

The DSL will consider the availability of local services/third sector providers who offer support to pupils at risk of serious violence.

A pupil who may be at risk of CSE

Child Sexual Exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

At Fountains High School, we know that CSE is form of child sexual abuse that may involve physical contact, including assault by penetration or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child’s immediate knowledge for example through others sharing videos or images of them on social media. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Indicators of risk may include:

- Unexplained gifts, money or new possessions.
- Associate with other children involved in exploitation.
- Suffer from changes in emotional well-being.
- Misuse alcohol and other drugs.
- Go missing from home or care for periods of time or regularly come home late.
- Regularly miss school or education or do not take part in education.
- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Actions we will consider are:

If a member of staff is concerned that a pupil is at risk of CSE, they will discuss their concerns with the DSL/DDSL and record them on My Concern. As per the procedure set out on page 13, if it is believed that the child is suffering or likely to suffer from harm or is in immediate danger, we will make a referral to children’s social care and/or the police.

If the risk of harm is assessed and a referral to children’s social care is not required, we may decide to offer internal support.

The DSL will consider the availability of local services/third sector providers who offer support to pupils at risk of CSE.

A pupil who may be at risk of being radicalised

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over an extended period.

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

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

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

At Fountains High School, we value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society’s values. Pupils and school staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others or goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Indicators of risk may include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance.
- Rejecting activities they used to enjoy.
- Converting to a new religion.
- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions.

- Accessing extremist material online, including on Facebook or Twitter.
- Possessing extremist literature.
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Actions we will consider are:

Prevent Duty and Channel

The school governors, Head Teacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's R.E. curriculum, SEND policy, assemblies, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

All schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (Section 26, Counter Terrorism and Security Act 2015); this is known as the Prevent Duty and is part of our school's wider safeguarding obligations.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Staffordshire Police Counter-Terrorism Unit and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalized so that they are not at risk of being drawn into terrorist related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.
- Schools have a duty to cooperate with the Channel programme in the carrying out of its functions and with the police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Our school will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which in this school is called Impero.

The DSL/DDSL at Fountains High School are aware of local procedures for making a prevent referral.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

If a member of staff is concerned that a pupil is at risk of radicalisation, they will discuss their concerns with the DSL/DDSL who will trigger the appropriate local procedures.

A pupil who has a family member in prison, or is affected by parental offending

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.

Indicators of risk may include:

- Anger and confusion.
- Fears for the parent in prison, especially if the prison is a long way from home.
- Lack of support networks.
- Changes to behaviour.
- Significant trauma if they witnessed the arrest or criminal activity that led to it.

Staff at Fountains High School recognise that any pupil may benefit from earliest or early help but are particularly alert to the potential need for early help for a child who has a family member in prison. The DSL ensures that all staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If a member of staff is concerned that a pupil is at risk due to parental imprisonment/offending, they will discuss their concerns with the DSL/DDSL and record them on My Concern. As per the procedure set out on page 13, if it is believed that the child is suffering or likely to suffer from harm or is in immediate danger, we will make a referral to children's social care and/or the police. If the risk of harm is assessed and a referral to children's social care is not required, we may decide to offer internal support.

A pupil whose family circumstance present challenges. This could be concerns around:

Parental drug and alcohol misuse

Indicators of risk may include:

- Behavioural and/or psychological difficulties.
- Difficulties with concentration and/or impulsivity.
- Poor educational attainment.
- Low self-esteem or mental health needs e.g. self-harm.
- Having age-inappropriate knowledge of substances and talk about them as being a normal part of life or have access to drugs and/or alcohol.

Actions we will consider are:

Staff at Fountains High School recognise that any pupil may benefit from earliest or early help but are particularly alert to the potential need for early help for a child whose parent(s)/carer(s) misuse drugs and alcohol. The DSL ensures that all staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Fountains High School are committed to working in partnership with parents and carers to safeguard and promote the welfare of their children, if appropriate, the DSL/DDSL will sign-post parents/carers to external agencies for support.

If a member of staff is concerned that a pupil is at risk due to parental drug and alcohol misuse, they will discuss their concerns with the DSL/DDSL and record them on My Concern. As per the procedure set out on page 13, if it is believed that the child is suffering or likely to suffer from harm or is in immediate danger, we will make a referral to children's social care and/or the police. If the risk of harm is assessed and a referral to children's social care is not required, we may decide to offer internal support.

Adult mental health issues

Indicators of risk may include:

A pupil might:

- Appear tired.
- Be worried about what is happening at home.
- Show signs of neglect.
- Have poor emotional responses to stressful situations.
- Show signs of their own poor mental health.

Actions we will consider are:

Staff at Fountains High School recognise that any pupil may benefit from earliest or early help but are particularly alert to the potential need for early help for a child whose parent(s)/carer(s) have mental health needs. The DSL ensures that all staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Fountains High School are committed to working in partnership with parents and carers to safeguard and promote the welfare of their children, if appropriate, the DSL/DDSL will sign-post parents/carers to external agencies for support.

If a member of staff is concerned that a pupil is at risk due to adult mental health issues, they will discuss their concerns with the DSL/DDSL and record them on My Concern. As per the procedure set out on page 13, if it is believed that the child is suffering or likely to suffer from harm or is in immediate danger, we will make a referral to children's social care and/or the police. If the risk of harm is assessed and a referral to children's social care is not required, we may decide to offer internal support.

Domestic Abuse - we understand that children are also victims of Domestic Abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children. Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can

be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims. Pupils may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships, this can include sexual harassment.

Indicators of risk may include:

- Domestic abuse notification received by the DSL.
- Bullying or aggression towards others.
- Nightmares or trouble sleeping.
- Difficulties interacting with peers.

Actions we will consider are:

Fountains High School is an Operation Encompass school and act appropriately when we receive an alert to support the pupils in our school.

[Home: Operation Encompass](#)

Fountains High School are committed to working in partnership with parents and carers to safeguard and promote the welfare of their children, if appropriate, the DSL/DDSL will sign-post parents/carers to external agencies for support.

If a member of staff is concerned that a pupil is at risk due to domestic abuse, they will discuss their concerns with the DSL/DDSL and record them on My Concern. As per the procedure set out on page 13, if it is believed that the child is suffering or likely to suffer from harm or is in immediate danger, we will make a referral to children's social care and/or the police. If the risk of harm is assessed and a referral to children's social care is not required, we may decide to offer internal support.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

Indicators of risk may include:

- Household debt.
- Rent arrears.
- Domestic abuse.

Actions we will consider are:

The DSL/DDSLs are aware of local contact details and referral routes into local housing organisations so they can raise/progress concerns at the earliest opportunity. Whilst referrals and/or discussions with the local housing authority will be progressed as appropriate, and in accordance with local procedures, this will not replace a referral into children's social care where a child has been harmed or is at risk of harm.

Fountains High School also recognise that in some cases 16/17-year olds could be living independently from their parents or carers and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL will ensure that appropriate referrals are made based on the pupil's circumstances.

A pupil who may be experiences mental ill health

All staff have an important role to play in supporting the mental health and wellbeing of our pupils and are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Indicators of risk may include:

- Withdrawing from or avoiding social interactions.
- Self-harm or talking about self-harm.
- Talking about death or suicide.
- Outbursts or irritability.
- Changes in eating habits.

Actions we will consider are:

If staff have a mental health concern about a pupil that is also a safeguarding concern, immediate action should be taken and the DSL/DDSL informed.

Fountains High School have HOPE and THRIVE trained staff who can deliver interventions to support the mental health and wellbeing of our pupils. In addition to this, our school works closely with the Mental Health in Schools Team and other local organisations who will provide individualised support to our pupils as required following a referral.

A pupil who is misusing alcohol and other drugs themselves

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

Indicators of risk may include:

- Changes in friendship groups.
- Changes to eating and sleeping habits.
- Smell of drugs/alcohol.

Actions we will consider are:

If a member of staff is concerned that a pupil is misusing alcohol and/or drugs, they will discuss their concerns with the DSL/DDSL and record them on My Concern. As per the procedure set out on page 13, if it is believed that the child is suffering or likely to suffer from harm or is in immediate danger, we will make a referral to children's social care and/or the police. If the risk of harm is assessed and a referral to children's social care is not required, we may decide to offer internal support.

The DSL will consider the availability of local services/third sector providers who offer support to pupils at risk of alcohol and/or drug misuse.

A pupil who is Looked After, Previously Looked After or has returned home to their family from care

The Governing body have appointed a Designated Teacher (DT) who works with the local authority to promote the educational achievement of registered pupils in our setting, who are looked after. Our Designated Teacher works

across the school to promote and improve educational outcomes for children in care using evidence-based interventions.

Our designated teacher also has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care, outside of England and Wales. They are appropriately trained and have the relevant qualifications and experience.

The Designated Teacher works closely with the Virtual School to provide the most appropriate support, utilising Pupil Premium Plus funding, to ensure that they meet the needs identified in the child's personal education plan (PEP). They work with the Virtual School Headteacher to promote the educational achievement of previously looked after children. [Designated Teacher](#)

The Designated Teacher has the details of the Local Authority Personal Advisor who has been appointed to guide and support the care leaver and liaises as necessary regarding any issues of concern affecting the care leaver.

At Fountains High School we are attachment aware and trauma-informed and take a relational based approach to supporting our most vulnerable children and will work restoratively with children to improve their outcomes.

We are aware of the additional duties of the virtual school headteacher extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. We understand the role that we play in improving outcomes for children with a social worker.

[Virtual Headteacher Role-Children with a social worker](#)

A pupil who is a private fostering arrangement

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering. Close relatives are defined as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership) or a step-parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness.
- Children whose parents cannot care for them because their work or study involves long or antisocial hours.
- Children sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children.
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Children staying with families while attending a school away from their home area.

Staff at Fountains High School will notify the DSL/DDSL if they become aware of a private fostering arrangement. There is a mandatory duty on the school to inform children's social care of a private fostering arrangement who then have the duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

A pupil who is lesbian, gay, bi or trans

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Indicators of risk may include:

- Withdrawal and isolation.
- Changes to usual behaviour.

Actions we will consider are:

- LGBT inclusion is covered within the curriculum.
- Safe spaces are provided across the school for this group of pupils.

A pupil who may be at risk online, including the use of mobile technology or a pupil who is putting others at risk online

The use of technology has become a significant component of many safeguarding and wellbeing issues including Child Criminal Exploitation, Child Sexual Exploitation and radicalisation. At Fountains High School, we recognise the importance of safeguarding pupils from potentially harmful and inappropriate online material. To address this we:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’).
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology.
 - Keeping personal information private.
 - How to recognise unacceptable behaviour online.
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website.

A pupil who may be at risk of Honour-Based Abuse

So-called 'honor-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honor of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All forms of HBA are abuse and will be handled and escalated as such.

Indicators of risk may include:

- Significant personality changes such as appearing anxious, withdrawn or suicidal.
- Unexplained absences from school, especially lengthy ones.
- Physical changes such as weight loss, unexplained marks or bruising.

Actions we will consider are:

Staff will speak to the pupil about their concerns in a secure and private place, the '1 chance rule' is understood.

If a member of staff is concerned that a pupil is at risk of, or has experienced honour-based abuse, they will discuss their concerns with the DSL/DDSL and record them on My Concern. As per the procedure set out on page 13, if it is believed that the child is suffering or likely to suffer from harm or is in immediate danger, we will make a referral to children's social care and/or the police. If the risk of harm is assessed and a referral to children's social care is not required, we may decide to offer internal support.

A pupil who may be at risk of FGM or we have discovered that FGM has taken place

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Indicators of risk may include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/pupil already being known to social services in relation to other safeguarding issues.

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Having frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing PE.
- Being repeatedly absent from school or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider).
- FGM being known to be practiced in the girl's community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl:

- Having a mother, older sibling or cousin who has undergone FGM.

- Having limited level of integration within UK society.
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”.
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period.
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
- Being unexpectedly absent from school.
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

Actions we will consider are:

Speak to the DSL immediately if we suspect a pupil is at risk of FGM or we suspect that FGM has been carried out and the DSL follow our local safeguarding procedures.

Any teacher who either:

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

Will immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and complete a My Concern report and involve children’s social care as appropriate. The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Concerns about a staff member, supply teacher, volunteer or contractor

Please refer to the Esteem Managing Allegations and Low-Level Concerns Policy.

Complaints

Please refer to the Esteem Complaints Policy.

Whistle Blowing

Please refer to the Esteem Whistleblowing Policy.

National and Local Guidance/Services and Resources

Specific Safeguarding Concerns	National Guidance/ Services/ Resources	Local Guidance/ Services/ Resources
<p>A pupil whose behaviour towards other pupils causes a safeguarding concern or where we have received an allegation of abuse towards a pupil by a pupil. Child-on-Child Abuse.</p>	<p>Keeping children safe in education - GOV.UK (www.gov.uk) What is online child-on-child abuse? Internet Matters Child on child abuse – Safeguarding Network</p>	<p>Disrespect NoBody campaign CEOP-Safety centre Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk) Searching, screening and confiscation in schools</p>
<p>A pupil who has raised concerns around sharing of nudes and semi-nudes ('sexting')</p>	<p>Online Safety Resource Centre - London Grid for Learning (lgfl.net) Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)</p>	<p>Staffsccb-Responding to Sexting Guidance UKCIS Guidance: Sharing Nudes and Semi-Nudes Undressed (lgfl.net)</p>
<p>A pupil who is Missing from Education</p>	<p>Children missing education - GOV.UK (www.gov.uk) Children who run away or go missing from home or care - GOV.UK (www.gov.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk)</p>	<p>Graded Care Profile 2 - Staffordshire Safeguarding Children Board (staffsccb.org.uk) Working together to improve school attendance</p>
<p>A pupil who is persistently absent from education, including persistent</p>	<p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk) Attendance: persistent and severe absence thresholds and statistics The Key Leaders (thekeysupport.com)</p>	

absences for part of the school day.		
A pupil who may be a Young Carer	Young carers Barnardo's (barnardos.org.uk) Being a young carer: your rights - NHS (www.nhs.uk) Young carers Action For Children	Young carers - Staffordshire County Council Staffordshire Together for Carers Service n-compass
A pupil who may be at risk of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines	County Lines Toolkit For Professionals The Children's Society (childrenssociety.org.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk) Safeguarding children who may have been trafficked - GOV.UK (www.gov.uk) Care of unaccompanied migrant children and child victims of modern slavery - GOV.UK (www.gov.uk) Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk) Child exploitation disruption toolkit - GOV.UK (www.gov.uk)	Local Policing Team
A pupil who may be at risk of serious violence	Serious Violence Strategy - GOV.UK (www.gov.uk) An analysis of indicators of serious violence: Findings from the Millennium Cohort Study and the Environmental Risk (E-Risk) Longitudinal Twin Study (publishing.service.gov.uk) Our approach to evidence - Youth Endowment Fund Tackling violence against women and girls strategy - GOV.UK (www.gov.uk) vice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)	Local Policing Team
A pupil who may be at risk of CSE	Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk)	Staffordshire Connects Catch22 Missing from home (MFH) and Child Exploitation (CE) Services- Stoke & Staffordshire
A pupil who is at risk of being radicalised	Educate Against Hate NSPCC Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk) Prevent legislation, guidance and resources - The Education and Training Foundation (et-foundation.co.uk) Online Safety Resource Centre - London Grid for Learning (lgfl.net)	

A pupil who has a family member in prison, or is affected by parental offending	NICCO	
parental drug and alcohol misuse	Parental substance misuse NSPCC Learning Safeguarding children affected by parental alcohol and drug use - GOV.UK (www.gov.uk) Parents with alcohol and drug problems: support resources - GOV.UK (www.gov.uk)	stars - Staffordshire Treatment and Recovery Service (staffstreatmentandrecovery.co.uk)
adult mental health issues	Parental mental health problems NSPCC Learning Parenting and mental health - Mind Parental mental illness for parents Royal College of Psychiatrists (rcpsych.ac.uk)	
Domestic Abuse. We understand that children are also victims of Domestic Abuse.	How to Protect Children From Domestic Abuse NSPCC Refuge Home Safelives Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) Home : Operation Encompass	New Era – New Era is the new holistic Domestic Abuse (new-era.uk)
Homelessness	Homelessness (16/17 year olds) - childlawadvice.org.uk Homelessness Barnardo's (barnardos.org.uk) Homelessness and its impact on children - ACAMH	
A pupil who may be experiences mental ill health	Mental health and behaviour in schools - GOV.UK (www.gov.uk) Children's mental health - Every Mind Matters - NHS (www.nhs.uk) Signs That a Child Is Suffering From Mental Health Issues NSPCC	Mental Health Lead in School
A pupil who is misusing alcohol and other drugs themselves	From harm to hope: A 10-year drugs plan to cut crime and save lives - GOV.UK (www.gov.uk) Honest information about drugs FRANK (talktofrank.com) Drug and alcohol education (pshe-association.org.uk) DfE's guidance on searching, screening and confiscation	

<p>A pupil who is Looked After, Previously Looked After or has returned home to their family from care</p>	<p>Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk)</p> <p>Looked after children NSPCC Learning</p> <p>Looked after children – Safeguarding Network</p>	
<p>A pupil who is a private fostering arrangement</p>	<p>Children Act 1989: private fostering - GOV.UK (www.gov.uk)</p> <p>Private fostering - childlawadvice.org.uk</p>	
<p>A pupil who is lesbian, gay, bi or trans</p>	<p>https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p> <p>Safeguarding LGBTQ+ children and young people NSPCC Learning</p> <p>Think your child might be trans or non-binary? - NHS (www.nhs.uk)</p>	
<p>A pupil who may be at risk online, including the use of mobile technology or a pupil who is putting others at risk online.</p>	<p>A guide to the Online Safety Bill - GOV.UK (www.gov.uk)</p> <p>Homepage - UK Safer Internet Centre</p> <p>Online safety - BBC Teach</p> <p>Staying safe online Childline</p> <p>What is Online Safety? SWGfL</p> <p>CEOP Safety Centre</p>	
<p>A pupil who may be at risk of Honor-Based Abuse</p>	<p>Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk</p> <p>Forced marriage - GOV.UK (www.gov.uk)</p> <p>The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)</p>	
<p>A pupil who may be at risk of FGM or we have discovered that FGM has taken place</p>	<p>Female genital mutilation - GOV.UK (www.gov.uk)</p> <p>Female genital mutilation: resource pack - GOV.UK (www.gov.uk)</p>	