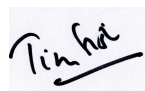


Safeguarding and Child Protection Policy September 2023  
*This policy is for the whole Copperfield, including EYFS*

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## 1. Introduction

This Policy is the responsibility of the Executive Head and is reviewed annually by the Board of Governors as part of Dukes Annual Safeguarding Review or when legislation or government guidance dictates.

Copperfield Verbier ('the College' referred to henceforth as the "School") endorses the United Nations Convention on the Rights of the Child (1989) (ratified in Switzerland in 1997) and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives, or exposed to a suspected or identified child sex offender.

As an international boarding School, not a British School Overseas, we recognise the quality standards of child protection and safeguarding within the UK and so have adopted its procedures and practices along with Swiss law and best practice. We understand our particularly important role in protecting our students as we are in the best position to identify concerns early and prevent these concerns from escalating.

The procedures contained in this policy apply to all staff and members of the School and are consistent with those required by the Swiss authorities. This policy has also been developed with reference to the following British Government's Department of Education's (DfE) guidance:

- Keeping Children Safe in Education (KCSIE) (DfE Sep. 2023)
- Working Together to Safeguard Children (DfE 2015)

We understand it is our duty to safeguard and promote the welfare of students under section 175/157 of the UK Education Act 2002.

We therefore expect that all staff in our school, any agency or temporary members of staff (e.g Ski Instructors) and our board of Governors to attend regular training and read relevant legislation including [Part One: Keeping Children Safe in Education](#) to ensure they are able to recognise where a student is at risk of harm, or is being harmed, and are able to do all they can to reduce further risk of harm. The procedures also apply to any persons working with or near our pupils even when this is away from our organisation, for example on an educational visit or residential trip.

Copperfield will operate safeguarding procedures in line with our locally agreed safeguarding arrangements put in place by our safeguarding partner the Child and Adult Protection Authority referred to as APEAs (Authority for the Protection of Children and Adults) or KESBs ((Kinder- und *Erwachsenenschutzbehörden*) <https://www.vs.ch/de/web/sjsj/autorites-de-protection-de-l-enfant-et-de-l-adulte1>

Swiss law and KCSIE defines someone as a child until they are eighteen years old. Schools and their staff form part of the wider safeguarding system for children, to protect children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

ALL staff have a duty to maximise the welfare, health, and safety of anyone in our care and to take immediate action to protect them from harm or any risk of harm.

The Copperfield recognises its responsibilities for all aspects of safeguarding and child protection and the safety of pupils is always accorded the highest priority.

Every child and young person should feel safe and protected from any form of abuse, neglect or exploitation including from using technology.

All staff understand that safeguarding is "everyone's responsibility" and must act swiftly when any concerns are disclosed or events witnessed.

Everyone who encounters children, and their families (or carers) has a role to play in safeguarding and should ensure their approach is child centred: this means considering at all times what is in the best interests of the child.

This policy is available on Copperfield's website: <https://www.copperfield.education/home> and it is also available on request from the Copperfield's office by email [caroline@copperfield.education](mailto:caroline@copperfield.education)

The policy is available in large print or another accessible format if required.

This policy applies to all children in Copperfield including those in the EYFS.

This safeguarding and child protection policy has also been developed by taking account of the following Copperfield policies below and should be read in conjunction with them: Anti-bullying, Behaviour, Acceptable Use of IT, Staff Code of Conduct, Safer Recruitment, online safety policy.

Any questions regarding this policy should be directed towards the Designated Safeguarding Lead in the first instance.

## 2. Key Personnel

### 2.1 Key Personnel for Safeguarding and Child Protection in Copperfield

Designated Safeguarding Lead (DSL) Mrs Louise Braidwood - <a href="mailto:louise@copperfield.education">louise@copperfield.education</a> +41 78 300 31 55
Deputy Designated Safeguarding leads (DDSLs) – Mrs Caroline Renton - <a href="mailto:caroline@copperfield.education">caroline@copperfield.education</a> +4176 448 54 85 Mr Phil Hart - <a href="mailto:phil@copperfield.education">phil@copperfield.education</a> + 48 728 969 331
Compliance Director (Colleges) Mr Paul Ludlow - <a href="mailto:paul.ludlow@dukeseducation.com">paul.ludlow@dukeseducation.com</a> 07584 012130
Designated Governor for Safeguarding Mr Tim Fish – <a href="mailto:tim.fish@dukeseducation.com">tim.fish@dukeseducation.com</a> 07803 935 385
Chairman of Dukes Education Mr Aatif Hassan - +44 (0)20 3696 5300 14-16 Waterloo Place, London, SW1Y 4AR

### 2.2 Key External Agencies, Services and Professionals' Contact Details

#### **KESB of the Entremont Borough, Child and Adult Protection Authority**

President:	Cyrille Rey-Bellet
Address :	2 rue du Collège, 1933 Sembrancher
Telephone	027 607 51 80 @
e-mail address:	<a href="mailto:apea-entremont@admin.vs.ch">apea-entremont@admin.vs.ch</a>
Opening hours	9.00-11.00 a.m. and 2.00-4.00 p.m.

Outside the opening times, the police (117) should be called in emergencies outside of opening hours, in the case of medical problems the emergency room should be visited.

School works with child protection services, the police, health services and other services, as and where appropriate, to promote the welfare of children and protect them from harm. Please remember anyone can make a referral directly to the Child and Adult Protection Authority if they believe that a

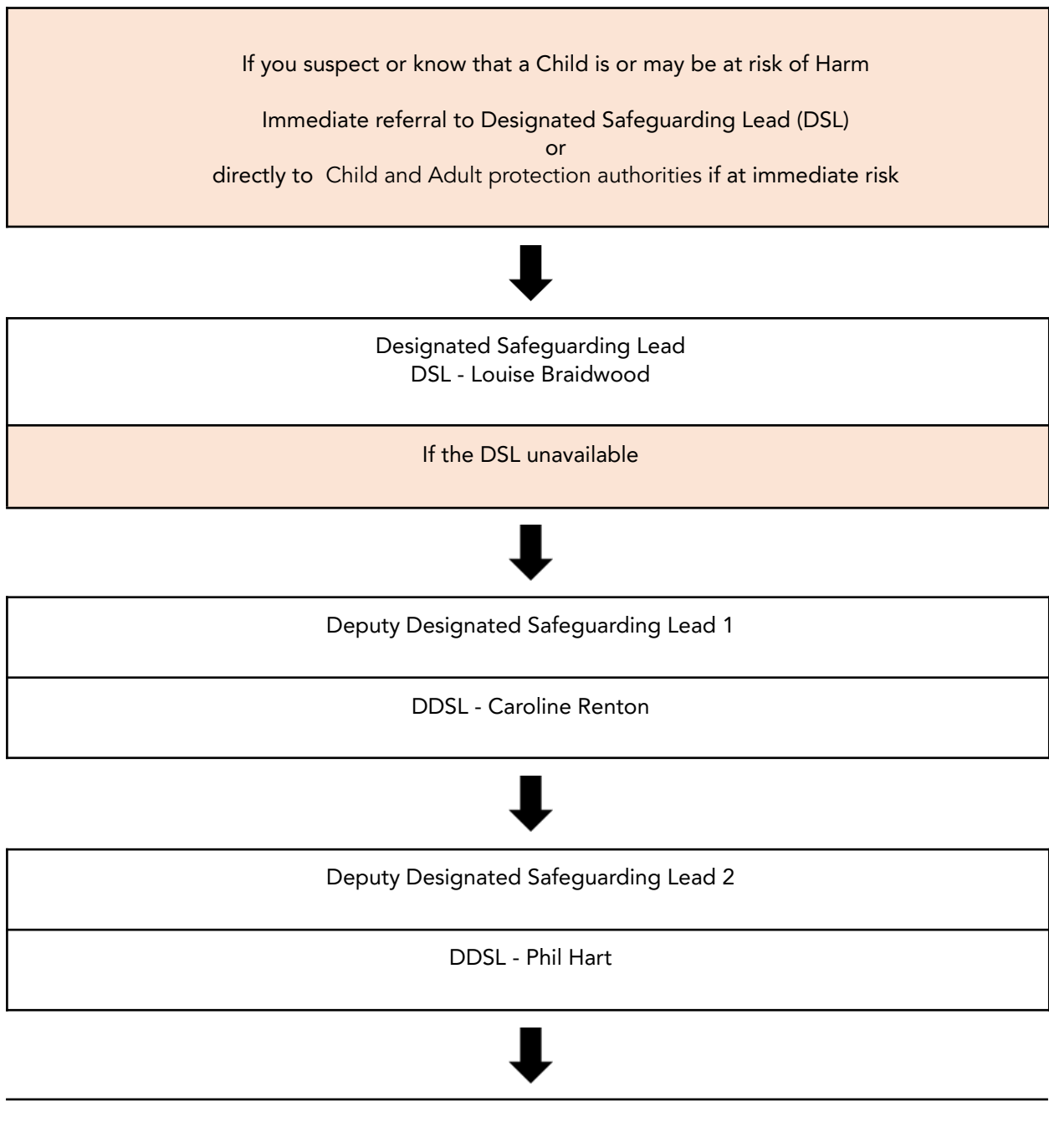
child is at risk or may be at risk of significant harm. Our Copperfield staff do not require parental consent to make such a referral to external statutory agencies.

If a direct referral is made by a member of staff, the DSL should also be informed as soon as possible or in their absence the Executive Head or our safeguarding governor.

### 2.3 Safeguarding Reporting Summary

In all circumstances, no investigation will take place by anyone at the Copperfield until advice has been sought from the Child and Adult Protection Authority who will advise the Copperfield on next steps to take.

#### 2.3.1 Concern about a child (child Protection Referral procedure):



IF DSL and DDSLs are ALL unavailable  
*Direct Referral without delay*



**KESB of the Entremont Borough - Cyrille Rey-Bellet**

Telephone:	027 607 51 80
e-mail address:	apea-entremont@admin.vs.ch

2.3.2 Concern about the behaviour of a member of staff, volunteer or visitor including the DSL/ DDSLs

Concerned about the behaviour of a member of STAFF, volunteer or visitor including the DSL/  
DDSLs  
*(Without informing them)*



Executive Head  
Dr Hugh McCormick

2.2.3 Concern about the behaviour of the Executive Head

Concerned about the behaviour of the Executive Head  
*(Without informing them)*



Safeguarding Governor  
Mr Tim Fish

2.3.4 Concern about the behaviour of the Safeguarding Governor

Concerned about the behaviour of the  
Safeguarding Governor  
*(Without informing them)*





Dukes Chairman  
Mr Aatif Hassan

In all cases, staff and parents are advised that phone contact will be the first point of communication to report any concerns.

Email communication is only to provide further detail if required and will not be used to believe any concern has been passed on.

If the person is not directly contacted and is unable to be found, then staff / parents will need to make further contact with key personnel on the flow charts or to the Child and Adult protection authorities directly.

### 3. Definitions

#### 3.1 Safeguarding is:

- Protecting children from maltreatment; preventing impairment of children’s health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

#### 3.2 Child Protection is:

- The action required to protect a child from a situation that is causing significant harm, or that is likely to do so.

### 4. Aims

The School is committed to the safeguarding and protection of children and to the prevention of child abuse in any form. We are committed to educating and supporting students, parents and teachers in ways that develop protective behaviours, and to working with all members of the School community to help them recognize signs of abuse and give appropriate support where necessary.

Protecting the welfare of the students is the role of every adult who has contact with School students. All faculty and staff employed at the School are required to report suspected incidences of physical, emotional or sexual abuse or neglect to the Safeguarding Director and the Executive Director. Serious concerns include a child in immediate danger and a situation which could involve external agencies or the authorities.

Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy and with Swiss law, regardless of cultural interpretation. In addition, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Switzerland, and/or to the appropriate child protection agency in the home country.

We have three primary responsibilities:

Safeguarding	Protecting	Supporting
Proactive measures that prevent harm	Report and record all child protection concerns	Support students and adults when child protection and safeguarding incidents occur

The aims of this policy are:

- a) To ensure that effective safeguarding procedures are in place and are followed by all staff
- b) To provide a systematic means of monitoring children known or thought to be at risk of harm, as well as support for those children
- c) To identify, monitor and support those children who may be in need of support from other agencies as advised by the Child And Adult Protection Authority.
- d) For all staff to be fully aware and confident of their role in safeguarding and child protection and of their responsibilities to identify and report possible concerns about the welfare of children, including possible harm or abuse
- e) For all staff to be fully aware of the need to report any concerns about the actions of members of staff, volunteers, visitors or contractors.
- f) To support children development in ways that will foster security, confidence, and independence
- g) To be alert to the risks to young people online and to ensure, through appropriate filtering and monitoring systems, that they are safeguarded in the Copperfield from potentially harmful and inappropriate online material.
- h) To emphasise the need for good levels of communication between all members of staff
- i) To promote effective working relationships with other agencies
- j) To ensure that all staff are recruited in accordance with the school's Recruitment Policy and in accordance with guidance in Keeping Children Safe in Education (September 2023) (KCSIE)

Copperfield will also create a positive ethos to:

- a) Establish and maintain an environment where all pupils feel secure, are encouraged to talk and are listened to.
- b) Ensure staff are confident to report any concerns and to deal with any disclosures
- c) Provide early help to children and their families.
- d) Have methods in place which make it easy for children to report concerns as well as ensuring that all children know they can talk to any adult in the Copperfield if they are worried.
- e) Include opportunities in the curriculum for age appropriate personal, social, health and relationship education for pupils to develop the skills they need to recognise and stay safe from abuse, including abuse or exploitation through technology of all kinds.

## 5. Responsibilities

### 5.1 The Designated Safeguarding Lead

The school has appointed a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs), all members of the Senior Leadership Team and have the necessary status, training and authority to be responsible for matters relating to the welfare of pupils, including child protection.

#### Responsibilities of the DSL

The main responsibilities of the DSL are as detailed below:

- a) To promote a culture of safeguarding so the welfare and best interests of children is embedded within all the school's processes and procedures.

- b) To co-ordinate and monitor safeguarding, being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies.
- c) Immediately upon the receipt of any concerns, to act upon the report.
- d) To liaise with the Child and Adult Protection Authority and other neighbouring Children's Services departments.
- e) To understand child protection processes of the Child and Adult Protection Authority.
- f) To ensure the safeguarding governor is informed about safeguarding concerns including any referrals.
- g) To attend case conferences or other multi-agency planning meetings and to contribute to assessments and reports.
- h) To be responsible for procedures in the School and to keep detailed, accurate records, including action taken. This includes keeping records for those cases where there is no need to make a referral to any other service.
- i) To provide a systematic means of monitoring and supporting children known or thought to be at risk of harm or where there are ongoing concerns.
- j) To maintain a regular training programme for all members of the Copperfield staff and volunteers in line with advice from Child and Adult Protection Authority.
- k) To ensure all new staff receive induction training in safeguarding and understand their responsibilities.
- l) To ensure that all staff and governors have confirmed that they have been provided with, read and understood a copy of the Safeguarding Policy (i.e., this document), KCSIE Part 1, Annex A as well as Annex B if they lead or manage or work directly with children have read and understood them.
- m) To ensure that all staff are assisted to understand and discharge their roles and responsibilities as set out in this policy.
- n) To ensure that when children or young people leave the School that any child protection information is copied for the new educational provider and transferred securely and separately from the main file.
- o) To ensure that a record of any safeguarding information is obtained from any previous school or nursery for a new pupil joining the school
- p) To monitor the confidentiality, keeping and storage of records in relation to safeguarding. The school's hard copy records on child protection are kept locked away and are separated from routine pupil records. Access is restricted to the Executive Head, DSL, and Deputy DSLs.
- q) To ensure the Safeguarding Policy is reviewed annually in conjunction with the Executive Head, and the Board of Governors such review to include its effectiveness in practice
- r) To ensure the Safeguarding Policy is reviewed in the event of an incident or change in legislation, and that any remediation necessary in policy or procedures is given immediate effect
- s) To be responsible for overseeing online safety in the school with the support of the Head of Compliance, Safeguarding and Operations
- t) To ensure the Safeguarding Policy is available on the Copperfield website.
- u) To ensure that "Safeguarding" is a standing item on the agenda for, and minutes of, staff meetings. This is to ensure that all members of staff will be aware that there is a safeguarding concern about that child or young person, with detailed information only shared on a 'need to know' basis. It also provides those present with an opportunity to raise any general **school** safeguarding issues.

v) To ensure a termly report is sent to the Safeguarding Governor and the annual Safeguarding Audit is presented to the Governing Board.

## 5.2 The Deputy DSLs

The Deputy DSLs are trained to the same level as the DSL and in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children, ensuring that the DSL receives copies of all reports and referrals and is fully briefed as soon as possible on their return.

The ultimate lead responsibility for safeguarding and child protection rests with the DSL. This responsibility will not be delegated, except under exceptional circumstances such as long-term absence of the DSL.

During term time, the DSL and/or the Deputy DSLs are available during Copperfield hours, either on site, or contactable by telephone, for staff, pupils or parents to discuss any safeguarding concerns.

## 5.3 Responsibilities of the staff

- to provide a safe and supportive learning environment
- to read and understand the School's Safeguarding Policy and Procedures i.e. this document.
- to adhere to the Copperfield Staff Code of Conduct.
- to undertake regular safeguarding training, at least annually.
- to be alert to the signs of abuse and neglect, including child-on-child abuse, and to report any concerns to the DSL immediately.
- to be aware that that even if there are no reports of child-on-child, or any other form of abuse, it does not mean it is not happening, it may just not be being reported.
- to understand the child protection process on reporting concerns
- to help pupils understand how to keep themselves safe and manage risk.
- to be alert to absenteeism of any children and inform the DSL of any concerns.
- to consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare (Contextual Safeguarding).
- to report to the Executive Head any concerns about the conduct of adults, including low level concerns (this includes behaviour outside the Copperfield that might indicate an individual is unsuitable to work with children)

## 5.4 Responsibilities of the Executive Head

To promote an overarching culture of safeguarding so the welfare of children is embedded within all the Copperfield processes and procedures operating with the best interests of the child at their heart.

- To have read and understood all parts of Keeping Children Safe in Education thereby ensuring that the Copperfield policy and procedures follow guidance.
- To ensure that KCSIE Part 1 (including Annex A) and the Copperfield Safeguarding Policy are understood and implemented effectively by all staff, whether or not they directly work with children.
- To allocate sufficient time, training and resources to enable the DSL and Deputies to carry out their roles effectively.
- To ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively in accordance with the Copperfield Whistleblowing procedures.
- To ensure pupils are taught about keeping safe, including online

- To ensure systems are in place, which are easily understood and easily accessible for pupils to report concerns, including abuse.
- To deal with any reports regarding concerns or allegations related to the conduct of adults (this includes behaviour outside of school that might indicate an individual is unsuitable to work with children), including low level concerns.
- to seek advice and liaise with the Child and Adult Protection Authority regarding concerns about adults.
- To undertake training on safer recruitment processes at regular intervals
- To monitor the effectiveness of this policy and its procedures in liaison with the Safeguarding Governor and SLT and to remedy any deficiencies immediately.

### 5.5 Responsibilities of the Board of Governors

- a) To ensure safeguarding and child protection underpin all relevant aspects of process and policy development, and that processes and policies operate with the best interests of pupils at their heart.
- b) To ensure policies, procedures and training in the schools are effective and comply with the law at all times.
- c) To ensure there is a nominated governor for safeguarding, who takes leadership responsibility at Board level for all safeguarding matters.
- d) To ensure the nominated governor has the required knowledge, skills and expertise to take leadership responsibility for the Copperfield safeguarding arrangements.
- e) To ensure there is an effective Safeguarding Policy in place, which is consistent with KCSIE (Sept 2022), Working Together (2018) and the requirements of the Child and Adult Protection Authority
- f) To ensure the policy is available publicly on the school's website.
- g) To ensure child protection files are maintained, which show a clear chronology and the reason for decisions taken.
- h) To ensure there are other appropriate policies and procedures in place to safeguard and promote children's welfare including, but not limited to, a Staff Code of Conduct, Anti-bullying Policy, Behaviour Policy, Relationships & Sex Education Policy.
- i) To ensure there is an effective Staff Code of Conduct (including online conduct) which is implemented throughout the school.
- j) To ensure that the school holds at least two emergency contact numbers for each child.
- k) To ensure that safer recruitment procedures are followed in accordance with Part 3 of KCSIE and that all relevant checks are carried out on all staff before starting their employment and recorded in the school's Single Central Record (SCR).
- l) To ensure IT systems have appropriate filters installed without unduly restricting access for educational purposes.

As part of this process, the Board of Governors will ensure that the Copperfield undertakes regular monitoring of filtering systems in place and regularly reviews their effectiveness. The Board of Governors should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The Board of Governors will consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

- m) To have policies and procedures in place regarding pupils accessing the internet in school.
- n) To have policies and procedures in place relating to the use of cameras and technology
- o) A review of the Safeguarding Policy at least annually (and in the case of a serious incident), including an update and review of the effectiveness of procedures and their implementation. The annual review of safeguarding forms part of the summer term Governors' Review Meeting. A termly report is sent to the Safeguarding Governor and the annual Safeguarding Audit is presented to the Governing Board by the DSL or the Executive Head.
- p) Governing Bodies and proprietors should ensure that ALL governors and proprietors receive appropriate safeguarding and child protection (including online) training at induction. This knowledge should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our organisation are effective and support the delivery of a robust whole Copperfield approach to safeguarding. Their training should be regularly updated.

#### 6. Children with special educational needs and disabilities (SEND)

Staff are made aware that children with special educational needs and/or disabilities as well as other vulnerable groups may be especially at risk of abuse including those with physical health issues. Such children are also more prone to peer group isolation or bullying.

Staff will be aware that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration as it might be due to abuse taking or have taken place.
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs.
- communication barriers may exist and difficulties in overcoming these barriers.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENCO and Head of Well-being

We will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

#### 7. What to do when there are concerns or if a child makes a disclosure

It is important that children receive the right help at the right time to address risks and prevent issues escalating. It is therefore vital that all staff understand their responsibility to:

- Identify and refer any concerns about a child
- keep clear written records
- listen to the views of the child
- reassess concerns if the child's situation does not improve
- share information quickly and challenge inaction

Staff see children regularly and know them well, so are in a unique position to observe signs of neglect, abuse, emotional distress, changes in behaviour and/or failure to thrive.

It is more common with primary aged children for concerns to arise about a child through staff observations and casual conversation rather than a child making a direct disclosure. There may also be a change in a pupil's art or written work which may show signs of confusion or distress.

Staff should be aware that younger pupils may also talk about, or demonstrate behaviour, through their play which may give rise to safeguarding concerns.

Concerns may also be raised about a parent/carer's interaction with a pupil or issues such as parental alcohol misuse, domestic abuse, or mental health. If there is any concern at all, the incidents must be reported and recorded. In many safeguarding cases it is not one major incident which triggers a referral, but a series of seemingly minor events. It is therefore of the utmost importance that all concerns are recorded and reported to the DSL immediately.

By law, anybody who is worried about a child has the right to refer them to the Child and Adult Protection Authority. This means that if a member of staff feels their concerns about suspected child abuse have not been taken seriously by the School, they have the right to refer the case to themselves. In this instance, the member of staff should both speak to the Executive Director in person and inform the Executive Director in writing of their decision to contact the Child and Adult Protection Authority before doing so.

Those in public service in the Swiss state system, including teachers, are obligated to report any reasonable concerns about child abuse to the Child and Adult Protection Authority. As a private institution, we may report concerns but are not required to do so.

- Child and Adult Protection Authority groups will be composed of a lawyer, social worker and psychologist. The committee will make decisions and prepare for the next steps – this will be ordered by law.
- Swiss law: You have the right to report but no obligation to report
- Reports can be made anonymously and the process of filing a report with a concern for abuse
  - Work with parents where possible before making a claim
  - Teachers are obligated to report suspected abuse to referral.
- Executive Head/DSL to file the report
- By law, School is allowed to say we suspect abuse to the authorities but we do not have to say if we are in personal engagement with the family and working with them

Appendix 1 of this policy gives details of some of the types of abuse and safeguarding issues with which staff should be familiar.

### 7.1 Procedures if staff have a concern about a pupil

If a member of staff is concerned about a pupil the matter should be referred immediately to the DSL, or the Deputy in the DSL's absence.

Staff may speak directly to the DSL or Deputy DSL first to discuss their concerns about a pupil or may enter their concern straight on to CPOMS (the school's management system for safeguarding) for attention by the DSL.

In either case, reporting a concern must not be delayed and must be reported as soon as possible and no later than the same working day. (also see later section on recording concerns)

In all instances, a written record must be made by the member of staff on CPOMS, which all staff have access to.

Any member of staff who cannot access CPOMS for any reason must always contact the DSL directly, and without delay.

## 7.2 Procedures for staff if a pupil discloses information

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

The member of staff should:

- Listen carefully and keep an open mind. Staff should not take a decision as to whether or not abuse has taken place. When the pupil has finished talking, make sure that he/she feels secure and, if appropriate, explain what you are going to do next.
- Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim will never be given the impression by our staff that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Our staff will explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them
- All staff should be aware that children 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.
- For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and / or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- Do not promise confidentiality. Explain that you have to make sure that the pupil is safe, and you will need to ask other adults to help you to do this.
- Do not cross question the pupil. You must not ask leading questions, that is, a question which suggests its own answer. Let the pupil tell you what he or she wants to and no more. The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations or cause the child to become anxious and retract his/her information.
- Be prepared to follow up with the pupil, but only in conjunction with advice from the DSL.
- Be aware that younger pupils may disclose issues of a safeguarding nature in general conversation rather than as a specific disclosure to a member of staff.
- Do not attempt any examination or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. It may be possible to observe the pupil during the normal school routine, for example in a physical education (PE) class.
- If a pupil wants to show you his or her injuries, please try and insist that this must wait for a health professional to make an assessment. No child or pupil should be asked to undress to show their injuries to a member of staff.
- Do not attempt to investigate matters further; your role is to listen, record and report your concerns to the DSL.

If a concern or disclosure involves technology or online images staff must follow the specific advice in this policy.

## 7.3 Mechanisms for pupils to report concerns

The school has a strong pastoral system and promotes an ethos where pupils feel safe to share information about anything that is worrying them.

The Homeroom provides a 'pupil voice' and encourages pupils to develop the rules and boundaries of acceptable behaviour. Pupils are encouraged to share any concerns that they may have and a worries box is located in reception. The box is checked at least weekly, and the Head of Well-being addresses these concerns with the children.



There are pupil surveys conducted and results carefully considered.

There are posters around school saying who pupils can talk to and children are reminded regularly in assemblies on who they can speak to and that we are all here to help.

#### 7.4 Support for staff

The School recognises that staff who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

The School will support such staff by providing an opportunity to talk through their anxieties with the DSL and will seek further support as appropriate as well as use the Employee Assistance Programme.

#### 7.5 Recording Safeguarding Concerns

- a) Abuse and neglect are complex issues and are rarely standalone events; therefore, they require a culture of vigilance, professional insight, and respectful challenge, as well as effective recording, reporting and monitoring systems.
- b) All staff have an appropriate level of access to CPOMS which enables them to record concerns. The DSL and Deputy DSL have full access to enable them to record actions and store all safeguarding records securely.
- c) All safeguarding concerns must be recorded on CPOMS, the school's management system for safeguarding.
- d) If the DSL is not available for any reason the Deputy DSL s must be contacted to deal with the concern initially.
- e) With regard to any conversations directly with a pupil or overheard, staff must keep a written record of the conversation and concerns arising.
- f) The record should include the date, time, and place of the conversation, who was present and what was said by the pupil. The record should use names, not initials, for all references to people.
- g) The record should be specific. Record actual behaviour and language used by a pupil rather than more vague terms such as inappropriate language/behaviour.
- h) Staff should make the record as soon as possible after speaking to the pupil so the pupil is not alarmed by notes being taken and before the conversation is discussed with anyone else. It is important to record as much as can be remembered, using the pupil's own words.
- i) The record should contain facts and information only, taking care to avoid personal opinion.
- j) Notes made of such disclosures or concerns could become part of a statutory assessment by the Child and Adult Protection Authority and/or part of a criminal investigation so must be completed accurately.
- k) If more than one member of staff is present when a pupil discloses information or behaves in a manner which gives rise to concerns, each member of staff must make a separate safeguarding report on CPOMS.
- l) The report must be completed so all the facts known are recorded and so the DSL has a full picture of what has given rise to the concern.
- m) It is important to record all concerns regarding the welfare of pupils, even those which may appear minor. This is because it is common for minor pieces of evidence to emerge over time and build up a pattern.

This type of recording also allows information from various members of staff to be collated.

n) Staff must not investigate further or speak to parents or other staff. They must contact the DSL who will then determine the next course of action.

#### 7.6 DSL Action on receipt of a concern about a child

On receipt of the safeguarding report, the DSL must record the decisions made and action taken.

Action will depend on the nature of the concern. It may include one or more of the following:

- (a) monitoring the pupil in school
- (b) a discussion with parents
- (c) early help intervention from the school and/or another agency
- (d) referral to Child and Adult Protection Authority
- (e) report to the police

The member(s) of staff making the report will be informed by the DSL of the action taken.

If the pupil's situation does not appear to be improving, the staff member with concerns should request the DSL to re-consider the action taken.

#### 7.7 Preserving evidence

- a) All evidence (which could include a pupil's work, scribbled notes, iPads, mobile phones containing text messages, computers) must be preserved.
- b) If evidence is found on an electronic device, the device involved should be confiscated and set to flight mode or, if this is not possible, it should be turned off.
- c) Staff must not view images, look for further images, copy or print any images or forward images by email or any other electronic means. This is particularly important if images involving 'nudes' or 'semi-nudes' are found, as to do so is a criminal offence.
- d) If the imagery has already been viewed by accident (e.g. if a pupil has shown it to a member of staff before he/she could ask them not to), this must be reported to the DSL immediately.
- e) Do not delete the imagery or ask the pupil to delete it.
- f) Do not ask the pupil(s) involved in the incident to disclose information regarding the imagery.
- g) Do not share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- h) Do not say or do anything to blame or shame any pupil(s) involved.
- i) Do explain that you need to report it and reassure them that they will receive support and help.
- j) Report the matter to the DSL immediately

School follows the DfE Searching Screening and Confiscation Advice from the DfE as 'good practice' when approaching any incidences.

## 8. Child protection records

- a) Safeguarding records are kept securely on CPOMS
- b) There is a clear, detailed chronology for each pupil where concerns have been raised.
- c) Written records are kept of all concerns, whether or not there is a need to refer the matter to Child and Adult Protection Authority
- d) If a referral to the Child and Adult Protection Authority is thought to be required, the DSL will usually contact the authority for advice prior to notifying parents.
- e) All discussions with the local authority along with the decisions made and the reasons for those decisions are recorded in writing on CPOMS.
- f) The Child and Adult Protection Authority has its own referral form which must be completed if a formal referral is made by the DSL. A copy of the referral form sent to the authority must be retained.
- g) Minutes of any case conferences or discussions with child protection staff or other professionals involved with the pupil will be retained in the pupil's file and will be scanned into CPOMS.
- h) Any new concern or information about a pupil who has active involvement with Child and Adult Protection Authority must be passed to the pupil's allocated person without delay.
- i) Any new concern or information about a pupil who has had previous involvement with Child and Adult Protection Authority must be passed to them without delay.
- j) If a pupil moves to another school, all child protection records are transferred securely, within 5 days, to the DSL at the new school and a receipt is obtained confirming they have been received.  
  
Parental permission is not required for records to be shared with the new school.
- k) On a case-by-case basis the DSL will also consider sharing information proactively with the new school to ensure key staff are aware of the pupil's needs and can have any support in place when the pupil arrives.
- l) Safeguarding records will be requested from previous schools/nurseries for any new pupils joining the school.

## 9 Information sharing

Data protection legislation and guidance must not be allowed to stand in the way of sharing information to safeguard pupils.

Information shared should be:

- (a) Necessary and proportionate - Any information shared must be proportionate to the need and level of risk.
- (b) Relevant - Only information that is relevant to the purposes should be shared with those who need it.
- (c) Adequate - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.
- (d) Accurate - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.
- (e) Timely - Information should be shared in a timely fashion to reduce the risk of harm.
- (f) Secure - Wherever possible, information should be shared in an appropriate, secure way.
- (g) Record - Information sharing decisions should be recorded whether or not the decision is taken to share.

Practitioners may share information, without consent when there is a good reason to do so, and the sharing of that information will enhance the safeguarding of that child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent and if to gain consent would place a child at risk.

#### 10. Communication with parents/carers

- a) All parents are aware from the school's Parents' Handbook and publication of this policy on the school's website that the school has a safeguarding policy and is required to follow statutory guidance in respect of reporting to Child and Adult Protection Authority any case of suspected abuse.
- b) From this policy and from notices in the school buildings, parents are made aware of the identities of the DSL and Deputy DSL with whom they may discuss concerns.
- c) The School will work with parents and outside agencies to help support pupils and their families; however, it will always put the duty of care to the child as its priority and will refer concerns if it considers a pupil is or may be at risk of harm or has suffered harm.
- d) The DSL will normally request a meeting with the parents of the pupil about whom there are concerns to discuss the matter. He/she will explain the reasons for the school's concerns and the course of action the school intends to take.
- e) Referrals to Child and Adult Protection Authority (or initial advice ) do not require prior parental consent. The DSL must act in in the best interests of the pupil, even if this results in making a referral against the parents' wishes.
- f) If the DSL believes that notifying parents might in any way exacerbate the problem, increase the risk to the pupil or if there are any other extenuating circumstances, initial advice will be sought from Child and Adult Protection Authority prior to notifying the parents. This may result in an immediate referral to Child and Adult Protection Authority without parents being notified.
- g) If there is an allegation which involves a member of staff, parents will only be informed after the school has consulted with the Child and Adult Protection Authority
- h) If a parent has any safeguarding concerns, he/she should contact the school's DSL as soon as possible.

#### 11. Referrals to Child and Adult Protection Authority and/or other agencies

Referrals about an individual pupil must be made to the Child and Adult Protection Authority in which the pupil resides. However, advice may always be obtained from the Child and Adult Protection Authority department of the school's Child and Adult Protection Authority, regardless of the where the pupil resides.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to Child and Adult Protection Authority (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

#### 12. Providing support early on

It is really important to provide support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early support, school will seek advice from the Child and Adult Protection Authority. Additional systems in school may form part of this support strategy such as providing additional pastoral support, school mentors, support from a counsellor and this should feed into any Child and Adult Protection Authority measures as required.

Homeroom and form periods ensure that pupils are aware that staff are available to listen and provide additional in-school support if necessary.

School also has access to other counselling and support services if needed.

### 13. Safer recruitment

The school follows statutory guidance for the safer recruitment and employment of staff who work with children as set out in Part Three of KCSIE. Please also see our Safer Recruitment Policy.

All staff are checked as to their suitability. These checks include

- (a) The taking up of references
- (b) Verification of identity
- (c) Verification of right to work in Switzerland
- (d) Where appropriate, verification of qualifications
- (e) Where appropriate, overseas police checks
- (f) A satisfactory special excerpt criminal records check for staff engaged in regulated activity
- (g) Where appropriate, an overseas criminal record check(s)

In some circumstances, and as long as specific criteria are met, a newly recruited member of staff may, if closely supervised, begin work without an enhanced criminal records check. The conditions applicable are set out in the Recruitment Policy and include a requirement for all other checks to be completed. The Executive Head will also complete a Risk Assessment reviewed fortnightly until the criminal records certificate is received and, if applicable, the overseas police clearance is also received.

Staff involved in recruitment receive appropriate training in safer recruitment and this is updated no less than every five years.

In addition, as part of the shortlisting process the school will consider carrying out an online search as part of their due diligence on the shortlisted candidates.

This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.

### 14. Visiting Speakers

Visiting speakers are always vetted and staff must obtain permission from the Head of Compliance, Safeguarding and Operations for any speakers to visit Copperfield.

On arrival, photographic evidence will be asked to check their identification and they will be asked to sign in the signing in book in the staffroom. As they will be always supervised, a DBS or barred list check will not be required, unless it is deemed, they may be undertaking regulated activity.

Information on any online research undertaken, references received (written or verbal on their suitability) etc must be collated in the Copperfield visitor log which must be a separate document from the signing in book at reception.

This log will contain date of visit, company name, person's name, purpose of visit, ID checked references okay, online research undertaken, visit approved by and risk assessment checked if activity being undertaken requires a review.

Suitable online research might include a review of the visiting speaker's website or company information, news articles of their visits to other organisations, and should be limited to the suitability of them to present / undertaken tasks to children / pupils in the school.

Verbal references from other educational establishments or persons known to the visiting speaker will also be recorded in the visiting speaker's log / file.

#### 15. Staff Induction

The DSL is responsible for ensuring that all new members of staff working in Copperfield, and any volunteers, receive training on their responsibilities for safeguarding and child protection and on the procedures for recording and referring any concerns. This training will take place prior to the new member of staff starting work with the children.

All newly recruited staff are provided with the following information and given in-house training on safeguarding issues as part of their induction. This includes:

- Keeping Children Safe in Education, Part 1 and Annex A. (and Annex B if they work directly with children)
- Safeguarding Policy
- Staff Code of Conduct
- Online IT Usage Policy.
- Whistleblowing Policy
- Behaviour Policy
- Anti-bullying Policy
- Procedures on managing children who go missing from education (in Attendance Policy)
- How to report concerns through CPOMS amend to any other system used please

The Copperfield takes a risk-based approach to the level of information provided when training other temporary staff, staff running clubs, contractors and volunteers.

#### 16. Staff Training

a) All staff are required to read, at least annually, the Safeguarding Policy (i.e this policy) and the Staff Code of Conduct and must confirm that they have done so.

b) All staff are required to read and understood the guidance for staff in Part 1 and Annex A of KCSIE and confirm that they have done so.

c) Every member of staff receives comprehensive training in safeguarding (including on-line safety) at least every three years. Refresher training is provided annually at the start of the academic year and on specific issues through the year as required.

d) Staff will also receive regular informal updates on safeguarding and related issues as and when required through bulletins, INSET training and staff meeting announcements from the DSL or if local circumstances warrant.

d) All staff are trained in how to listen, respond to and report any disclosures including those which involve child-on-child sexual violence or sexual harassment.

#### 17. DSL and DDSL (s) Training

The DSL and Deputy DSL undergo training at a minimum every two years, which includes training in inter-agency working. They have updates, at least annually, on specific issues as required.

## 18. Governor Training

The Board of Governors will ensure that ALL governors and proprietors receive appropriate safeguarding and child protection (including online) training at induction.

This knowledge should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our organisation are effective and support the delivery of a robust whole Copperfield approach to safeguarding. Their training will be regularly updated.

The governor responsible for safeguarding has received safeguarding training specifically for governors and undertakes refresher training every two years, as a minimum.

## 19. Acceptable Use of technology

- a) Staff must not take video footage or photographs of pupils except for Copperfield purposes.
- b) Any such images must not be placed in the public domain without the permission of the Executive Head.
- c) Copperfield devices should be used wherever possible.

A personal device can only be used with express permission of Head of Compliance, Safeguarding and Operations. If a personal device is used, photographs or videos of pupils must not be stored or retained on personal cameras, mobile phones, or other devices. Any images must be uploaded to the Copperfield server as soon as possible and permanently deleted from the personal device.

- d) Permitted images are stored securely on the School's IT system.
- e) Cameras, mobile phones, or other photographic devices are not allowed in any areas where pupils may be washing or changing, nor should photography be used in a manner that may offend or cause upset.
- f) Parents / carers are asked to restrict photography whether on cameras, mobile phones, or other devices to major school events published in the school calendar only. General filming in the Copperfield by parents / carers is never permitted.
- g) Parents / carers should be aware that other parents in the Copperfield may object to photographs being taken which, inadvertently or otherwise, include their child; therefore, any images taken must be for personal use only and should not be shared on social media.
- h) Other visitors, volunteers and contractors in Copperfield are not permitted to take photographs in any area of the school without specific permission from the Executive Head.
- i) The general use of mobile telephones in all areas of the school's classrooms (calls, texting and email) by parents is not permitted.
- j) Staff may only communicate with pupils through the Copperfield email system and the designated apps used by older pupils for homework.
- k) Staff must not use their mobile phones or other personal devices for calls or messaging when engaged with pupils and all devices must be out of sight.

## 20. Staff Code of Conduct

The Staff Code of Conduct gives comprehensive, clear guidance on the expected behaviour of all adults in the school. Staff should always maintain appropriate professional boundaries, avoid behaviour which could be

misinterpreted by pupils or others and report any conduct by an adult which raises concern. Failure to follow the Staff Code of Conduct is likely to result in disciplinary action being taken.

All staff must ensure that they are not under the influence of *alcohol or drugs* when on duty. The Head of Compliance, Safeguarding and Operations will ensure appropriate action is taken and inform the Executive Head immediately if there is a suspicion or staff have reported to them that they know someone to be under the influence of either substance.

## 21 Whistleblowing

It is recognised that pupils cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, which may include the attitude or actions of colleagues. All members of the school community have a duty to protect children and should they have concerns must make these concerns known to the Executive Head.

Please also see our Whistleblowing Policy as well as advice on low-level concerns in sections 26.

## 22. Allegations against staff

As part of its overall safeguarding ethos, the school ensures that it promotes an open and transparent culture in which staff feel confident to report all concerns about adults working in the Copperfield (including self-employed staff, supply teachers, volunteers and contractors).

All members of staff must follow the Staff Code of Conduct and conduct themselves in a professional manner at all times, both to ensure the safety of the pupils, and to reduce the risk of any allegation of improper behaviour.

Allegations that might indicate that a person is unsuitable to work with children are where a person has:

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

The following procedures relate to all members of all staff, (including the self-employed, supply staff and contractors) governors and volunteers or any other adults who are currently working in the school , regardless of whether the school, is where the abuse is alleged to have taken place and regardless of whether it involves pupils at this school.

Please note that all other concerns about members of staff should be reported through the organisation's Whistleblowing Policy. If in any doubt, please speak with the Executive Head in the first instance.

## 23. Reporting an allegation or concern

- a) Staff must never think that abuse by an adult is not possible in Copperfield, or immediately disbelieve an accusation against someone who is known well and trusted.
- b) A member of staff receiving an allegation of abuse by another member of staff, or with concerns about another member of staff, should report this immediately to the Executive Head, unless the Executive Head, is the one against whom the allegation is made.



- c) An allegation against the Executive Head, should be reported to the Safeguarding Governor, without notifying the Executive Head, first.
- d) In the Executive Head, an allegation against a member of staff must be reported to the Safeguarding Governor and in their absence the Chairman of Dukes Education, Mr Aatif Hassan.
- e) In any instance where there may be a conflict of interest about reporting an allegation or concern to the Executive Head, or to the Safeguarding Governor, the Chairman of Dukes Education – Mr Aatif Hassan should be contacted directly and without hesitation.
- f) Concerns may be reported verbally, directly to the relevant senior member of staff, or by email. Any staff who make a report verbally in the first instance will also be required to make a written record of the information they have disclosed.

#### 24. Procedures & Informing the Child and Adult Protection Authority

- a) If the allegation constitutes a possible serious criminal offence, or in the case of serious harm, or if a pupil is in immediate danger, a referral to Child and Adult Protection Authority and/or the police **MUST** be made immediately.
- b) An allegation of abuse by an adult will always result in a senior person from the school (as detailed above) contacting the Child and Adult Protection Authority, who will advise on the next steps to be taken.
- c) Under no circumstances will the Copperfield conduct an investigation without first informing the Child and Adult Protection Authority and seeking advice about the course of action to be taken.

Borderline cases will also be discussed and, following discussions, the Child and Adult Protection Authority will advise what further steps should be taken.

- d) There are two aspects to consider when an allegation is made: -
- Look after the welfare of the child - the DSL is responsible for ensuring that the child is not at risk and for referring cases of suspected abuse to Child and Adult Protection Authority as described earlier.
  - Investigate and support the person subject to the allegation - the case manager (usually the Executive Head, unless the Executive Head, is the subject of the allegation) should discuss the nature, content and context of the allegation, and agree a course of action with the Child and Adult Protection Authority .
- e) The School aims will be to achieve a quick resolution of the allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation.
- f) The Executive Head will obtain written details of the allegation, signed and dated, from the person who received the allegation or the person who is making the allegation. If a pupil has made an allegation, a written note of what the pupil has said will be made by the member of staff to whom the pupil made the allegation.
- g) The Executive Head will also record any basic information to establish the facts, including dates, times, locations and names of potential witnesses and any CCTV footage.
- h) Any allegation against employed staff or volunteers, including those considered borderline, must be reported and discussed with the Child and Adult Protection Authority without delay.
- i) An initial assessment of any allegation referred will be made by the Executive Head. They will judge whether there is a need for immediate action, whether the allegation is demonstrably false or whether there has been inappropriate behaviour or poor practice that can be dealt with through the Copperfield usual staff disciplinary or low-level concerns procedures.

j) Where the initial discussion leads to no further action, the case manager and the Child and Adult Protection Authority should:

- record the decision and justification for it; and
- agree on what information should be put in writing to the individual concerned and by whom.

k) Where further enquiries are required the Child and Adult Protection Authority and case manager will discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation will normally be undertaken by the Executive Head.

If the nature or complexity of the allegation requires it, the allegation may require an independent investigator.

l) In the case of a referral and investigation, the Executive Head must ensure, before contacting any interested parties, that there is no objection by the investigating agencies.

m) Where there are no objections from the investigating agencies, the Executive Head will:

- inform the person making the allegation and explain the likely course of action
- ensure the parents of the pupil(s) who is the alleged victim have been informed about the allegation and the likely course of action
- inform the member of staff against whom the allegation is made and explain the likely course of action
- keep a written record of the above.

n) The Executive Head, in consultation with the Child and Adult Protection Authority, will make the decision whether or not to suspend the teacher / member of staff involved.

o) If an allegation is made, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated.

p) The Executive Head, will take advice from the Child and Adult Protection Authority, the Safeguarding Governor and other agencies to agree:

- Who needs to know and exactly what information can/cannot be shared
- How to manage speculation and gossip
- What, if any, information can be given to the wider community to reduce speculation
- If necessary, how to manage the press.

q) The school has a duty of care towards its employees and will ensure that effective support is provided for anyone facing an allegation. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support.

r) The following definitions will be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation.
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False: there is sufficient evidence to disprove the allegation.
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

s) Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or are malicious will not be referred to in employer references.

Both the DSL and Executive Head will ensure that all staff should expect to support Child and Adult Protection Authority staff and other agencies following any referral.

## 25. Allegations relating to supply teachers/employees of third party

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead, but agencies/ third party employers will be notified and should co-operate in any enquiries from the Child and Adult Protection Authority and/or the police,

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the Child and Adult Protection Authority to determine a suitable outcome.

The School will discuss with the agency whether it is appropriate to suspend the supply teacher an investigation is carried out but this decision rests with the Executive Head, and the Child and Adult Protection Authority.

## 26. Low-Level Concerns

a) A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work

b) A member of staff may have doubts about the behaviour of another adult towards a pupil, or another child, or concerns about how their own behaviour might be interpreted.

c) Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone/other device
- engaging with a child on a 1:1 basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language,
- Email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols
- Any incident where he/she feels that his/her actions or behaviour towards a pupil or that of another adult, may have been misinterpreted or may have given rise to a risk or misinterpretation.

d) Staff must report any low-level concerns whatsoever to the Executive Head or Safeguarding Governor.

The Executive Head will be the ultimate decision maker in respect of all low-level concerns. The Executive Head may wish to consult with the DSL and take a more collaborative decision-making approach if the need arises.

e) Staff are also encouraged, and to feel confident if the need arises, for them to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear

compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

f) When a low-level concern has been raised by a third party, the Executive Head will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses. The name of the person making the report will be noted and requests to remain anonymous will be respected as far as reasonably possible.

g) The school will also consider if any wider issues in the school enabled the behaviour to occur or contributed to it, and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

h) All low-level concerns will be recorded in writing. The record will include:

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

i) Records will be kept confidential, held securely and comply with School's responsibilities under data protection legislation.

j) Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour develops, raise this with the Child and Adult Protection Authority.

k) The purpose of low-level reporting is to protect both pupils and the staff working with them and allows a system for a simple record to be kept in case events are later referred to or any patterns emerge.

l) Low-level concerns relating to supply staff and staff employed by a third party will be reported to the agency/employer in order that any patterns of behaviour may be identified.

m) A staff member who reports a low-level concern, or a more serious allegation, in good faith will suffer no detriment as a result and will benefit from the protection set out in the Copperfield Whistleblowing Policy.

n) If there is any doubt as to whether a low-level concern meets the harms threshold, then the Executive Head will consult with the Child and Adult Protection Authority.

## 27. Non-recent / Historical allegations

Abuse can be reported no matter how long ago it happened.

Where an adult makes an allegation to the school that they were abused as a child, the individual will be advised to report the allegation to the police.

Non-recent / historical allegations made by a child, will be reported to the Child and Adult protection Authority who will work with the police.

## 28. Board of Governors and Proprietorial Oversight

The DSL shares a weekly short report on all safeguarding concerns are shared with the Safeguarding Governor and Director of Compliance (Colleges)

Termly reports are sent to the Board of Governors where we discuss all safeguarding issues, and they will review the data breakdown logged on the School's CPOMS system for each term.

In addition, the Executive Head speaks to the safeguarding governor/Director of Compliance (Colleges) about any concerns.

Should the school need to make a referral the governors will be immediately informed.

The SCR is checked by the Compliance Director (Colleges) at Dukes Education as well as periodically by the Safeguarding Governor and DSL.

## 29. Use of school premises by external organisations

Our Board of Governors will ensure that when our school hire or rent out our facilities to organisations or individuals (for example to community groups, sports associations, and/or service providers to run community or extra-curricular activities) that appropriate arrangements will be in place to keep children safe.

If these services or activities are under direct supervision or management of our staff, the school's arrangements for child protection will apply.

Where services or activities are provided separately by another body our Board of Governors will seek assurance that the external organisation or person concerned has appropriate safeguarding and child protection policies and procedures in place. The external organisation will also agree to inspection of these arrangements and associated documentation when required.

This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

The Board of Governors will also ensure safeguarding requirements are included in any service level agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

## 3. Other documents that have helped to inform this policy

1. Safer Recruitment Consortium 'Guidance for safe working practice for those working with children and young people in education settings' (Feb 2022)

<https://saferrecruitmentconsortium.org/>

2. DfE guidance 'Teaching online safety in school' (June 2019)

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

3. *Mental health and behaviour in schools*: departmental advice (June 2021)

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

4. *When to call the police*, non-statutory guidance from the National Police Chiefs' Council

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

5. DfE advice '*Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (July 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1062969/information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/information_sharing_advice_practitioners_safeguarding_services.pdf)

7. DfE *Searching Screening and Confiscation Advice for schools* - (Sept 2022)

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

8. UKCIS Education Group: *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (2020)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

9. *Designated teacher for looked after children* (February 2018)

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

10. *Counselling in schools: a blueprint for the future* (February 2016)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/497825/Counselling\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf)

11. UK Council for Internet Safety (UKCIS) guidance: *Education for a connected World* – updated 2022

<https://www.gov.uk/government/publications/education-for-a-connected-world>

12. The UKCIS *external visitors' guidance* will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors

<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

13. National Crime Agency's CEOP education programme: Thinkuknow

<https://www.thinkuknow.co.uk/>

14. Public Health England: *Every Mind Matters* – Sept 2020

<https://www.gov.uk/government/news/public-health-england-launches-new-every-mind-matters-campaign>

15. Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support. Feb 2021

[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes)

16. London Grid for Learning – undressed guidance - [Undressed \(lgfl.net\)](https://www.lgfl.net/undressed)

17. Force Marriage Unit resources - [Forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/forced-marriage)

18. Forced Marriage – The Right to Choose – 28<sup>th</sup> July 2022 updated guidance. [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/the-right-to-choose)

## APPENDIX 1

### Categories of abuse and Specific Safeguarding Issues

#### (i) Definitions of Abuse

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

Some staff may feel that the content of this appendix does not apply to them due to the age -range and nature of activity described.

However, all staff must be prepared to act on disclosures from any child or parent / carer which may be occurring or witnessed outside of their organisation.

Adults or young people from within or outside of their organisation may also commit inappropriate acts which are or can cause risk of harm to young people. Therefore, information in this section is deemed relevant to be read and understood by all.

It is therefore essential that all staff are familiar with the rest of the information contained in this policy and assume it would never occur in their establishment and if any doubt refer anything reported to the DSL in the first instance.

KCSIE 2023 provides an updated definition of abuse as:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

*KCSIE Sept 2023* also states the following:

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

The DSL will ensure that all staff are aware of the signs of abuse. The following information on signs of abuse is intended as a guide only; signs listed in one category may apply equally to another, as behaviours can be very interlinked.

Any concerns, whether they are listed below or not, should be brought to the attention of the DSL immediately. The following signs are not conclusive evidence but may be a warning, particularly if a pupil exhibits several signs or a pattern emerges. It is important to remember that there may also be explanations, other than abuse, for a pupil showing such signs.

#### Categories of Abuse

The main categories of abuse outlined in KCSIE, are

##### (a) Physical abuse

- (b) Emotional abuse (including domestic abuse)
- (c) Sexual abuse
- (d) Neglect

(ii) Risk factors

In an abusive relationship the child may

- (a) appear frightened or wary of the parent/s or other adult
- (b) act in a way that is inappropriate to her/his age and development, although full account needs to be taken of different patterns of development and different ethnic groups.

The parent or carer may

- (a) persistently avoid child health promotion services and treatment of the child's episodic illnesses
- (b) have unrealistic expectations of the child
- (c) frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- (d) be absent or misusing substances
- (e) persistently refuse to allow access on home visits
- (f) be involved in domestic violence.

Staff should be alert to changes in a pupil's behaviour if there is a new carer (e.g., nanny or au pair) in the pupil's home.

(iii) Recognising signs of physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

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

The following are often regarded as indicators of concern:

- (a) an explanation which is inconsistent with an injury
- (b) several different explanations provided for an injury
- (c) unexplained delay in seeking treatment
- (d) the parents/carers are uninterested or undisturbed by an accident or injury
- (e) parents are absent without good reason when their child is presented for treatment
- (f) repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- (g) family use of different doctors and hospital departments
- (h) reluctance to give information or mention previous injuries



- (i) two simultaneous bruised eyes, without bruising to the head (rarely accidental, though a single bruised eye can be accidental or abusive)
- (j) repeated or multiple bruising on the head or on parts of the body unlikely to be injured accidentally
- (k) variation in colour, possibly indicating injuries caused at different times
- (l) the outline of an object used, e.g., marks from a belt or a hairbrush, or of a handprint
- (m) bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- (n) bruising around the face
- (o) grasp marks on small children
- (p) bruising on the arms, buttocks and thighs may be an indicator of sexual abuse
- (q) bite marks
- (r) circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- (s) scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- (t) scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath
- (u) medical attention is sought after a period of delay when a fracture has caused symptoms such as swelling, pain or loss of movement.

(iv) **Recognising signs of emotional abuse**

Another form of 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 he or she is worthless or unloved, inadequate, or valued only insofar as meeting the needs of another person. It may include not giving the child opportunities to express his or her views, deliberately silencing the child or 'making fun' of what he or she says or how the child communicates. It may feature age or developmentally inappropriate expectations being imposed on the 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. It may involve seeing or hearing the ill-treatment of another, including domestic violence.

It may involve serious bullying (including cyberbullying), causing the child frequently to feel frightened or in danger, or the exploitation or corruption of the child. Some level of emotional

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

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse may also indicate the presence of other forms of abuse.

The following may be indicators of emotional abuse:

- (a) developmental delay
- (b) abnormal attachment between a child and parent/carer, e.g., excessive anxiety on the part of either
- (c) indiscriminate attachment or failure to attach

- (d) aggressive behaviour towards others
- (e) scape-goated within the family
- (f) frozen watchfulness, particularly in pre-school children
- (g) low self-esteem and lack of confidence
- (h) withdrawn or seen as a “loner” – difficulty relating to others
- (i) reverting to younger behaviour
- (j) depression, withdrawal
- (k) fear of academic failure or ‘getting things wrong’.

For further information on bullying, including cyber bullying, please see the School’s Anti-bullying Policy.

(v) Recognising signs of sexual abuse

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 the outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (see KCSIE, Part Five).

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child makes a disclosure. There may be no physical signs and indications are more likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are

- (a) inappropriate sexualised conduct
- (b) sexually explicit behaviour, play or conversation, inappropriate to the pupil’s age
- (c) continual and inappropriate or excessive masturbation
- (d) self-harm (including eating disorders), self-mutilation and suicide attempts
- (e) involvement in prostitution or indiscriminate choice of sexual partners
- (f) an anxious unwillingness to remove clothes, e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- (a) pain or itching of genital area
- (b) blood on underclothes
- (c) pregnancy in a younger girl where the identity of the father is not disclosed
- (d) physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Staff should also be aware of the possibility of sexual exploitation.

(vi) Signs of neglect

Neglect may be defined as 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

- (a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- (b) protect a child from physical and emotional harm or danger
- (c) ensure adequate supervision (including the use of inadequate caregivers)
- (d) ensure access to appropriate medical care or treatment.
- (e) be responsive to a child's basic emotional needs.

The following may be indicative of neglect of a child:

- (a) the child is dirty, smelly, poorly clothed or appears underfed
- (b) the child has lingering illnesses which are not attended to
- (c) there is a marked deterioration in schoolwork
- (d) the child exhibits significant changes in behaviour, aggressive behaviour, severe tantrums
- (e) an air of 'detachment' or a 'don't care' attitude
- (f) overly compliant behaviour
- (g) a child who is reluctant to go home or is kept away from school for no apparent reason
- (h) 'tummy pains' with no medical reason
- (i) running away from home, suicide attempts
- (j) extreme anger, sadness or depression
- (k) child left with adults who are intoxicated or violent
- (l) child left alone for excessive periods
- (m) child thrives away from home environment.

(vii) Affluent neglect

Staff should also be aware of the impact of affluent neglect, which refers to the neglect experienced by children in more wealthy families. This can be difficult to identify, as the type of neglect experienced by children in these circumstances is often emotional.

Parents may work very long hours or be absent for extended periods, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling isolated and lonely, with their emotional needs unfulfilled by their parents.

Affluent parents may also subject their children to a high amount of pressure to succeed academically, or in other pursuits such as sport or music, which can lead to psychological and emotional problems.

Absent parents may also have little knowledge of what their children are doing.

This can lead to increased risks with children who may spend long periods online or at an older age have the financial means to facilitate drug abuse and the independence to engage in harmful sexual activity.

(viii) **Specific safeguarding issues**

Further safeguarding issues of which staff should be aware are detailed below.

Extensive guidance on a wide variety of specific issues can be found in Annex B of KCSIE and in other guidance listed at the end of this policy.

- Child abduction and community safety incidents
- children missing from education – also see Attendance Policy
- children and the court system
- Children missing from education
- Children with family members in prison
- child criminal exploitation (CCE) (including county lines/gangs) & child sexual exploitation (CSE) domestic abuse
- fabricated or induced illness
- Homelessness
- so-called ‘honour based’ abuse, female genital mutilation (FGM) and forced marriage
- mental health
- child-on-child abuse including:
  - Nudes/semi-nudes, youth produced sexual imagery
  - sexual violence and sexual harassment
  - up-skirting
  - online behaviour and cybercrime
- Preventing radicalisation

Guidance and practical support on specific safeguarding issues or concerns will be sought where necessary by the DSL.

The DSL will ensure that staff are aware of specific issues including, but not limited to: child-on-child abuse; sexual violence and sexual harassment; online abuse, including imagery; domestic abuse; parents affected by drug or alcohol abuse; child sexual exploitation, female genital mutilation; fabricated or induced illness; children missing education; preventing radicalisation; mental health.

(ix) Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child.

Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

(x) Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

Support should be provided for these children as such situations and separation can be stressful and entrench conflict in families. The school may refer some parents and carers to this service where appropriate.

(xi) Children who go missing from education

All pupils are recorded on the school's admission register and their attendance is recorded in the daily attendance register.

Staff must be aware that repeated absence may be an indicator or can be a potential indicator of abuse or neglect and repeated absence must be brought to the attention of the DSL.

All unexplained absences will be followed up in accordance with the Attendance, Absence and Registration Policy.

When a pupil moves to another school, the DSL must inform the receiving school without delay that child protection records..

The school holds contact details for both parents (unless a parent is deceased, or a parent has no contact with the child) and two emergency contact numbers.

(xii) Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

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 the sexual activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

The school is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. However, staff must act on their concerns as they would for any other type of abuse.

Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

There are three main types of child sexual exploitation:

- Inappropriate relationships:

Usually involves just one abuser who has inappropriate power –physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

- Boyfriend:

Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

- Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL. If a child is in immediate danger the police should be called.

(xiii) Child Criminal Exploitation (CCE)

CCE is also a form of abuse and involves taking advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity.

Criminal exploitation of children is a typical feature where children and young people are recruited for example to transport drugs. Key identifying features of involvement in such activity is when children are missing.

Staff should be aware of the key indicators of children being sexually or criminally exploited which can include:

- going missing for periods of time or regularly coming home late,
- regularly missing school or education or not taking part in education,
- appearing with unexplained gifts or new possessions,
- associating with other young people involved in exploitation,
- having older boyfriends or girlfriends,
- suffering from sexually transmitted infections,
- mood swings or changes in emotional wellbeing,
- drug and alcohol misuse,
- displaying inappropriate sexualised behaviour.

(xiv) Domestic abuse

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass a wide range of behaviours and may

be a single incident or a pattern of incidences. The abuse can be but not limited to, psychological, physical, sexual, financial and emotional.

Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and / or suffer domestic abuse in their own intimate relationships (*teenage relationship abuse*). All of which can have a detrimental long-term impact on their health, well-being, development, and ability to learn.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

The School should be mindful that children can often blame themselves for the abuse or may have had to leave the family home because of the abuse.

Domestic abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

(xv) Extra-familial Harms

All our staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (*teenage relationship abuse*), criminal exploitation, serious youth violence, and radicalisation.

(xvi) So called 'honour based' abuse (HBA)

HBA is a collection of practices, which are used to control behaviour and exert power within families to protect perceived cultural and religious beliefs and/or honour.

Such abuse can occur when perpetrators perceive that an individual has shamed the family and/or community by breaking their honour code this includes Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

If the teacher is made aware of such abuse they should report their concerns to the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the school's local safeguarding procedures.

(xvii) Female Genital Mutilation

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is a form of child abuse and is illegal in Switzerland. A pupil may have difficulty walking, sitting or standing and may even look uncomfortable. A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating. There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into society
- mother or a sister who has undergone FGM
- girls who are withdrawn from sex education lessons
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

#### (xviii) Mandatory Reporting of FGM

The Child and Adult Protection Authority should be contacted if it appears that FGM has been carried out on a girl under 18. This will usually come from a disclosure.

Under no circumstances should school staff physically examine pupils.

The report should be made immediately.

The duty to report should not be transferred to the DSL, however the DSL must be informed. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police and to Child and Adult Protection Authority.

#### (xix) Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. A forced marriage is not the same as an arranged marriage which is common in many cultures. Forcing a person into a marriage is a crime in Switzerland.

#### (xx) Mental health

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

Early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting mental health and wellbeing can be summarised as:

- Prevention: the creation of a safe, calm school environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stresses of life effectively.

This includes teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities.

- Identification: recognising emerging issues as early and accurately as possible
- Early support: helping pupils to access early support and intervention
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.



The Head of Well-being plays a key role in creating a positive supportive, inclusive environment where pupils feel safe and are able to express their opinions and feel able to participate. They will work closely with the DSL and also the wider staff body and will offer a space where pupils can seek support.

The nature of these conversations in wellbeing check ins, is confidential except where there is a child protection disclosure such as of abuse or where there is a life-threatening situation (e.g. extreme anorexia or suicidal tendency) or where there is a safeguarding concern that with early help could positively support the student's mental health. Where such concerns are identified the Head of Well-being will follow the processes outlined in this policy.

When the school suspects that a pupil is having mental health difficulties, support will be put in place, using a graduated response process.

1. an assessment to establish a clear analysis of the pupil's needs.
2. a plan to set out how the pupil will be supported.
3. action to provide that support.
4. regular reviews to assess the effectiveness of the provision

Adverse Childhood Experiences (ACEs) and other events may also have an impact on pupils.

These include:

- loss or separation – resulting from death, parental separation, divorce, hospitalization
- loss of friendships (especially in adolescence)
- family conflict or breakdown that may result in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families
- life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school
- traumatic experiences such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- other traumatic incidents such as a natural disasters or terrorist attacks - where children - experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders.

Mental health professionals have classified these as:

- emotional disorders - phobias, anxiety states and depression
- conduct disorders - stealing, defiance, fire-setting, aggression and antisocial behaviour
- hyperkinetic disorders - disturbance of activity and attention
- developmental disorders - delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders
- attachment disorders - children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers
- Trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect

- other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic-depressive disorder

Only appropriately trained professionals can make a diagnosis of a mental health problem.

School and college staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have any concerns about the mental health of a child, they should report this to the DSL immediately following the procedures outlined in this policy.

(xxi) Child-on-Child Abuse (formerly known as Peer-on-peer abuse)

(also see Anti-bullying policy, Behaviour Policy)

Children are also vulnerable to abuse by their peers. The school has a zero-tolerance approach to such abuse and it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Staff will always challenge such behaviours.

Any child can be vulnerable to child-on-child abuse and staff should be alert to signs of such abuse amongst all children.

However, individual, and situational factors can increase a child's vulnerability to abuse by their peers.

For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable as may pupils with SEND or certain medical conditions. Children who are LGBT can also be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

(xxii) Children who are lesbian, gay, bi, or trans (LGBT)

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.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Our staff will therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns whenever needed.

LGBT inclusion is part of the Relationship and Sex Education curriculum and staff will be made aware of the range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse from the statutory guidance available.

All children involved whether victim or perpetrator will be treated as "at risk" and supported. The school recognises the gendered nature of child-on-child abuse and that it is more likely that girls will be victims and that boys will be perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.

Staff are made aware that child-on-child abuse may happen inside or outside school or online and that that even if there are no reports in the school it does not mean child-on-child abuse is not happening, it may be the case that it is just not being reported. A member of staff receiving an allegation of abuse by a pupil, or with concerns about a pupil, should report this immediately to the DSL following the reporting procedures outlined above.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- up-skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission
- initiation/hazing type violence and rituals.

Where a child or young person may be asked to perform an act or series of inappropriate acts to gain membership to a group or partake in the wearing of a plastic bag over their head to allegedly heighten sexual experience before they pass out.

Through safeguarding training and anti-bullying training, staff will be made aware of the harm caused by child-on-child abuse and will follow the school's Behaviour Policy, Anti-bullying Policy and safeguarding procedures as appropriate.

It may be appropriate to regard a young person's behaviour as abusive if:

- there is a large difference in power (for example age, size, ability, development) between the young people concerned.
- the perpetrator has repeatedly tried to harm one or more other children.
- there are concerns about the intention of the alleged perpetrator.
- there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm

The DSL will not undertake any enquiry or investigation where a case is referred to Child and Adult Protection Authority or the police.

The initial assessment of any allegation will be made by Child and Adult Protection Authority and the DSL to judge whether there is a need for immediate action to protect the pupils involved, whether the allegation is demonstrably false or whether there has been inappropriate behaviour that can be dealt with through the school's usual disciplinary procedures.

The DSL will lead enquiries at School level if agreed with the relevant investigating agencies.

The DSL will inform the parents of the pupil making the allegation and explain the likely course of action. If Children's Services or the police have been informed the School will follow the relevant agency's guidance about what information may be disclosed and to whom.

The DSL will ensure the parents of the pupil who is the alleged perpetrator are informed about the allegation and the likely course of action. If the Child and Adult Protection Authority or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.

The necessary support and any required sanctions following child-on-child abuse will be determined on a case-by-case basis.

The Executive Head will make the decision whether or not to suspend or exclude the pupil(s) involved.

The DSL will keep a written record of all conversations with parents and other professionals and any decisions made

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. The school will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

Appropriate support in school, and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.

If pupils are found to have made malicious allegations, appropriate sanctions will be applied, which could include temporary or permanent exclusion.

#### (xxiii) Strategies to reduce the risk of child-on-child abuse

Preventative strategies for child-on-child abuse are regularly considered. The School has an ethos where pupils feel safe to share information about anything that is upsetting them and any derogatory language or behaviour is always by staff.

There is a strong and positive personal, social, health and sex relationship curriculum and pastoral care system, which gives pupils an open forum to talk things through and explore disputes or difficulties. The IT curriculum also teaches pupils about acceptable online behaviour.

The School Council provides a 'pupil voice' through homerooms and encourages pupils to develop the rules and boundaries of acceptable behaviour.

#### (xxiv) Prejudiced Behaviour

Pupils may also display hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities, special educational needs, medical conditions, ethnic, cultural and religious backgrounds, gender, home life and sexual identity. These factors can make it more difficult for a child to report abuse.

#### (xxv) Child-on-child Abuse - sexual violence and sexual harassment

The school also has a zero-tolerance approach to any form sexual violence and sexual harassment; it is never acceptable and will not be tolerated.

All staff working or volunteers working in our organisation have been advised to maintain an attitude of "it could happen here".

Staff have been trained to be aware of and respond to ALL reports and concerns relating to sexual violence and / or sexual harassment both online and offline, including those which might be happening outside the school.

Sexual violence and sexual harassment can occur between children or groups of children of any age and sex, and within intimate personal relationships between peers.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim must never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or any other form of abuse. Nor should a victim ever be made to feel ashamed for making a report.

However, it should be made clear to any alleged victim that their information stated may have to be passed onto relevant people to help support them with their disclosure.

Staff should follow the processes outlined in this policy when dealing with any report of sexual violence or sexual harassment, including those that have happened outside the school and/or online.

A child displaying harmful sexual behaviour may also be an indication that they are a victim of abuse themselves.

When responding to a report of sexual violence the DSL will decide on the response following the advice in KCSIE.

This will include

- Initial response - considering the needs of both victim(s) and alleged perpetrator(s).

The victim will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered.

This however will be balanced against the school duty and responsibilities to protect other children and the following factors below:

- The nature of the alleged incident (s), including whether a crime may have been committed and /or whether Harmful Sexual Behaviour (HSB) has been displayed.
- The ages of children involved.
- The developmental stages of the children involved.
- Any power imbalance between the children – are alleged perpetrators significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- Is the incident a one-off or sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- Has the sexual violence / harassment taken place within an intimate personal relationship?
- Importance of understanding intra familial harms and any necessary support for siblings following incidents.
- Any on-going risks to victim, other children, adult students or school or college staff?
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The DSL will also review the following when responding to a report of sexual violence in order to make sure the right procedures are carried out

- Record Keeping
- Risk Assessment of the disclosure / event.
- Consideration of most appropriate response: internal management, early help, referral to Child and Adult Protection Authority and/or referral to the Police.
- Ongoing response – safeguarding and support for all parties

The DSL will not undertake any investigation where it is decided a case must be referred to Child and Adult Protection Authority or the police.

The initial assessment will be made by Child and Adult Protection Authority and the DSL to judge whether there is a need for immediate action to protect the pupils involved. The DSL will lead enquiries at **school** level if agreed with the relevant investigating agencies.

The DSL will inform the parents of the pupil making the allegation and the alleged perpetrator and will explain the course of action, unless this is considered to place either of them at further harm.

If Child and Adult Protection Authority or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.

The DSL will keep a written record of all conversations with parents and other professionals and any decisions made.

#### (xxvi) Considering confidentiality and anonymity

##### Confidentiality

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others to provide support and engage appropriate agencies.

The school will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request and School will seek advice.

For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.

Staff **MUST** seek advice from the designated safeguarding lead (or deputy), who will consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and the police.

##### Rape, assault by penetration and sexual assaults are crimes.

Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to Child and Adult Protection Authority and/or a report to the police against the victim's wishes, this will be handled extremely carefully, and the reasons will be explained to the victim and appropriate specialist support will be offered to the child.

##### Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, appropriate staff will be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

We will do all we can as an organisation to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. The school will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community.

Any sanctions required following a report of child-on-child abuse will be determined on a case-by-case basis.

**(xxvii) Risk assessment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence will consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded (paper or electronic) and will be kept under review. At all times, we will be actively considering the risks posed to all our children and young people and put adequate measures in place to protect and keep the child safe.

**(xxviii) Appropriate Support for Victim and Perpetrator**

Appropriate support in school, and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.

This will include pastoral support for both perpetrator and / or victim, through in-house counselling, reflection or behaviour modification support which may also be sought from external specialist agencies.

In all cases the school will monitor the progress of both perpetrator and victim to ensure that this type of behaviour does not occur again.

**(xxix) E-safety and online behaviour.**

The school adopts a whole school approach to online safety which seeks to reduce risk as far as possible without depriving pupils of the significant benefits provided by technology and the internet. Computing and Homeroom sessions are used to help pupils to understand and avoid the risks associated with 'online activity'.

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

- (a) content: being exposed to illegal, inappropriate, or harmful material
- (b) contact: being subjected to harmful online interaction with other users

(c) conduct: personal online behaviour that increases the likelihood of, or causes, harm.

(d) commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams

The Copperfield Staff Code of Conduct and Digital Usage Policy explain the responsibilities of staff in relation to keeping pupils safe online.

The School does all it reasonably can to limit the pupil's exposure to the above risks in Copperfield. It has sophisticated filters and monitoring systems in place, which are designed to protect them from online abuse without imposing unreasonable restrictions and preventing pupils benefitting from the wealth of resources available online.

Pupils also receive guidance on the safe use of the internet and are educated about the risk of online harm (including anti-bullying) primarily through their Computing and Homeroom sessions.

Cyber-bullying by pupils, via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through the school's anti-bullying policy and procedures.

Social networking sites and other apps can be sources of risk of inappropriate and harmful behaviour. If staff suspect that a pupil may be at risk of or suffering from online harm, they should follow the reporting procedures set out in this policy.

#### (xxx) Remote Education

The School are in regular contact with parents and carers.

The School will ensure that those communications will be used to reinforce the importance of children being safe online and enable parents and carers to understand what systems the School uses to filter and monitor online use.

Parents and / or carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the Copperfield and if their child is going to be interacting with online.

#### (xxxi) Filters and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our Board of Governors will do all they can to limit our children's exposure to the above risks from the Copperfield IT system.

#### (xxxii) Youth produced sexual imagery, nudes/semi-nudes, sexting, up-skirting

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute inappropriate imagery (nudes, semi-nudes, sexting) in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Up-skirting is also a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

Anyone of any gender can be a victim.



If a member of staff becomes aware of an incident involving inappropriate material (whether this has taken place in or out of school) they should follow the safeguarding procedures and report it to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view images, delete images or look for further images. They should not copy or print images, nor forward images by email or any other electronic means.

Parents / carers will be informed at an early stage of inappropriate online behaviour, unless there is reason to believe that involving parents would put the pupil at risk of harm.

If there is concern a young person has been harmed or is at risk of harm a referral will be made to Child and Adult Protection Authority, or the police following the procedures as outlined above.

#### (xxxiii) Thresholds of Sexual behaviour by children

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate, or abusive will hinge around the related concepts of true consent, power imbalance and exploitation.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Children's sexual behaviour is usually categorised by professionals using the following 'traffic light' approach:

**Green behaviours** reflect safe and healthy sexual development. They

are:

- i. Displayed between children or young people of similar age or developmental ability
- ii. Reflective of natural curiosity, experimentation, consensual activities, and positive choices

**Amber behaviours** have the potential to be outside safe and healthy development. They may be:

- i. Unusual for that particular child or young person
- ii. Of potential concern due to age or developmental differences
- iii. Of potential concern due to activity type, frequency, duration or the context in which they occur.

Amber behaviours signal the need to make a report to the DSL.

**Red behaviours** are outside safe and healthy behaviour. They may be:

- i. Excessive, secretive, compulsive, coercive, degrading or threatening
- ii. Involving significant age, developmental or power differences
- iii. Of concern due to the activity type, frequency, duration or the context in which they occur.

Red behaviours would indicate a need for referral to Child and Adult Protection Authority.

#### (xxxiv) Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the School's safeguarding approach. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

Extremism is vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Any concerns should be passed to the DSL or to the Police (Cantonale valaisanne Avenue de France 69 1950 Sion Tel: +41 27 326 56 56 [radicalisation@police.vs.ch](mailto:radicalisation@police.vs.ch))

#### (xxxv) Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western views
- advocating violence towards others

Visiting speakers are always vetted and staff must obtain permission from the Executive Head via Head of Compliance, Safeguarding and Operations for any speakers to visit the Copperfield. Information on any online research undertaken, references received (written or verbal on their suitability) etc must be collated in the schools visitor log which must be a separate document from the signing in book at office.

#### (xxxvi) Fabricated Illness

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history.
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid.
- Induction of illness by a variety of means

Any concerns should be raised with the DSL.

## Appendix 2

#### (xxxvii) Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the Switzerland is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the Switzerland. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention.

The specific convention rights applying to schools are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and Protocol 1,

Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission ([equalityhumanrights.com](http://equalityhumanrights.com)).

#### (xxxviii) Equality

The Swiss Confederation 1999 Equality before the law. Every person is equal before the law. No person may be discriminated against, in particular on grounds of origin, race, gender, age, language, social position, way of life, religious, ideological, or political convictions, or because of a physical, mental or psychological disability and schools and colleges must not unlawfully discriminate against pupils or staff.

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Schools should take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

*End of document*