



# Odyssey House School

## CHILD PROTECTION POLICY

### Key Contacts:

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Andrew J Paterson	<a href="mailto:andrew@odysseyeducation.org.uk">andrew@odysseyeducation.org.uk</a>
Deputy DSL	Liz Panos	<a href="mailto:liz@odysseyeducation.org.uk">liz@odysseyeducation.org.uk</a>
Critical friend (Independent consultant)	Judith Charlesworth	<a href="mailto:judith@odysseyeducation.org.uk">judith@odysseyeducation.org.uk</a> 07711 647203
Proprietor	Charu Kashyap	<a href="mailto:charu@odysseyeducation.org.uk">charu@odysseyeducation.org.uk</a> 07464 626189
Channel helpline		020 7340 7264

### LONDON BOROUGH OF HARINGEY

Haringey's Designated Officer is Sarah Roberts  
020 8489 2968/1186 or email [LADO@haringey.gov.uk](mailto:LADO@haringey.gov.uk)

Multi-agency safeguarding hub (MASH) team:

- Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm  
Tel: 020 8489 4470
- Out of office hours, including weekends the Emergency Duty Team  
Tel: 020 8489 0000

Professionals - Email [mashreferral@haringey.gcsx.gov.uk](mailto:mashreferral@haringey.gcsx.gov.uk) with the following referral form:

[Download the MASH referral form \(Word, 54KB\)](#)

## **Prevent Single Point of Contact (SPOC) at Odyssey House School**

**Andrew Paterson ([andrew@odysseyeducation.org.uk](mailto:andrew@odysseyeducation.org.uk))**

**In his absence, the SPOC is:**

**Liz Panos**  
**[liz@odysseyeducation.org.uk](mailto:liz@odysseyeducation.org.uk)**

### **General**

- Local Police non-emergency contact number for FGM Reporting: 101
- Police emergency number (including high risk Prevent enquiries) 999
- OFSTED Safeguarding Children (Monday to Friday from 8am to 6pm)  
08456 404046 [Whistleblowing@ofsted.gov.uk](mailto:Whistleblowing@ofsted.gov.uk)
- The Disclosure and Barring Service PO Box 181, Darlington, DL1 9FA  
01325 953 795
- Non-emergency DfE advice: 020 7340 7264 or  
[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)
- Anti-Terrorist Hotline 0800 789 321

NSPCC helpline can be contacted on:

- National Society for the Prevention of Cruelty to Children (NSPCC)  
Tel: 0800 028 0285 Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Childline can be contacted on:

- Tel: 0800 1111

## **Definitions**

**Safeguarding and promoting the welfare of children** means:

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

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

## **Introduction**

Our priority at Odyssey House School is always putting our children's safety and wellbeing first. All our staff are committed to providing a secure environment for our children to thrive, both socially and academically.

We want our children, staff, parents and visitors to feel confident about sharing any concerns that they may have about their own safety or the wellbeing of others.

We understand that the social and emotional well-being of each of our children underpins their educational development and contributes to the nurturing, happy learning environment that is so evident at Odyssey. It is also underpins the care and overall development of our boarders for whom we create a 'home away from home'.

There are three main elements to our child protection policy;

- Prevention through the creation of a positive school atmosphere and the teaching and pastoral support offered to pupils.
- Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.

- Support to pupils who may have been abused.

Our school therefore aims to:

- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are heard.
- Ensure that pupils know that there are adults within the school and boarding houses they can approach if they are worried or are in difficulty.
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating.
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships, e.g. computing lessons on E-safety, PSHE lessons.
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life.
- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others.
- Facilitate understanding of wider issues within the context to learning about the values on which our society is founded and our system of democratic government.
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations.
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies

**Odyssey House School recognises its role is of referral and not of investigation.**

**Our role at Odyssey House School against the possibilities of Child Abuse (Ref: Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2019):**

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

**Odyssey is not an investigating agency** – any probing may interfere with further investigations and make the child or young person repeat painful information; therefore, our role is to record any evidence revealed or observed and then to seek the advice of the appropriate agencies listed at the end of this policy.

All Odyssey staff aim to ensure that:

- Our children feel safe and secure.
- Our children are listened to, respected and valued.

- Our children are taught about Safeguarding, relevant to them.
- Our staff are aware of indicators of abuse through the 'Safeguarding and Child Protection Awareness' training they receive annually and know how to refer any suspected abuse or neglect.
- Our new staff undergo the above training and all staff receive updated training when due, which is recorded and monitored by the school.
- Our staff are aware that they must report suspected abuse or neglect or other welfare matters to their Designated Safeguarding Lead.
- Our Managers follow safer recruitment procedures to reduce the possibility of Safeguarding and Child Protection breaches from prospective candidates.
- Our children are encouraged and taught by us to share their worries or concerns. We have procedures to support the mental, emotional and social needs of our children, using our specialist staff and outside relevant parties when required.

Odyssey House School ensures that the parents of children attending our school have access to our Safeguarding and Child Protection Policies and Procedures via our secure website and from our office in hardcopy, on request.

## **FRAMEWORK**

The school's Child Protection Policy has regard to the following guidance and advice:

- Keeping Children Safe in Education (Sept 2019) (KCSIE)
  - including Disqualification under the Childcare Act 2006
- What to do if you're worried a child is being abused 2015,
- Working Together to Safeguard Children (July 2018)
  - WT refers to non-statutory advice: Information Sharing (March 2015)
- The Prevent Duty Guidance: for England and Wales (March 2015),
  - The Prevent Duty: Departmental Advice for schools and childminders 2015 and
  - The Use of Social Media for Online Radicalisation (2015)
  - The Prevent Duty (updated July 2015)
- Keeping Children Safe in Education (September 2016)
- Children Acts 1989 and 2004 and The Children's and Families Act (2014)
- National Minimum Standards for boarding schools or residential special schools
- S157 of the 2002 Education Act (requiring proprietors of independent schools to have arrangements to safeguard and promote the welfare of children)
- 'What To Do If You're Worried A Child Is Being Abused' (2015) and procedures produced by the London Safeguarding Board and local authority guidance.
- Ofsted Inspecting Safeguarding in the Early Years (August 2016)

## **APPLICATION & ACCESSIBILITY**

This policy is a whole-school policy and applies wherever staff and volunteers are working with pupils even where this is away from the School, for example an educational visit.

This policy is published on the School website and is available in hard copy on request. It can be made available in large print or other accessible format if required.

## **RELATED POLICIES**

The following policies, procedures and resource materials are also relevant to the School's safeguarding

practices:

- Safeguarding Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Anti-bullying Policy
- Technology Acceptable Use Policy
- SEN Policy
- Administration of Medicines Policy

These policies procedures and resource materials are available to staff on the School's website. Hard copies are also available on request.

## **PREVENT DUTY**

Odyssey staff are aware that they are expected to assess the risk of any pupils susceptible to terrorism. We must seek to protect our children against messages of all violent extremism.

Online Prevent Duty training (Channel General Awareness Module) is undertaken yearly by all Odyssey staff through the 'College of Policing'.

<http://www.college.police.uk/Pages/Home.aspx>

As a school, we must be conscious of the current threat from terrorism in the United Kingdom, which may include the exploitation of vulnerable people to involve them in terrorism or in any activity in support of terrorism.

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Our school is required to identify a **Prevent Single Point of Contact (SPOC)**. This is Andrew Paterson, Head and Safeguarding Lead. If any staff have concerns related to terrorism or radicalisation, they must inform the Safeguarding Lead immediately.

## **RESPONSIBILITIES**

### **School responsibilities**

All adults working at Odyssey House School (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Person with responsibility for child protection.

The school will publish its Child Protection policy on its school website alongside 'Keeping Children Safe in Education' 2018.

***Details of DSL and Deputy DSL are outlined under 'Key Contacts' as above.***

### **Designated Safeguarding Lead Responsibilities**

The Designated Safeguarding Lead in school has responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures.

They must ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They will be a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Children's Social Care are made in accordance with the local authority Safeguarding Children's Board procedures. If, for any reason, the Designated Lead is unavailable, the Deputy Designated Safeguarding Lead will act in their absence and hold the same responsibilities.

The Designated Member of Staff for Child Protection is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the School's representation at CP conferences and Core Group meetings (including the submission of written reports for conferences).

When an individual concern/incident is brought to the notice of the Designated Member of staff, they will be responsible for deciding upon whether or not this should be reported as a safeguarding issue.

Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Member of Staff and the member of staff reporting the concern, advice will be sought from the Deputy Designated Members of Staff, the Local Authority's Designated Officer or the MASH.

**When a child who has a child protection plan leaves the school, the Safeguarding Lead should pass any information on to the Safeguarding Lead of the new school - including:**

- Any concerns that are being monitored
- Any child protection referrals or records of advice sought from the Local Safeguarding Children's Board (LSCB) or MASH team
- Any child protection conference minutes (current and historical)
- Any information relating to a time when the child was subject to a child protection plan (current and historical)
- To ensure that any records relating to child protection are treated under the Data Protection policy
- To ensure that when a child ceases to be of statutory age, their records are retained by the school until 35 years after the child has left the school.

The proprietor and school leadership team are responsible for ensuring that the school follows recruitment procedures that help to deter, reject or identify people who might abuse children (see Safer Recruitment Policy for further information)  
The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will undertake an annual Safeguarding Audit in line with their responsibilities under S.157 of the Education Act 2002.

The Designated Safeguarding Lead will cooperate with any requests from any relevant authority including the completion of forms in compliance with section 11 of the Children Act 2004.

The Designated Safeguarding Lead will ensure that the Child Protection policy is reviewed at least annually.

### **Staff Responsibilities**

It is the responsibility of **ALL Odyssey staff** to ensure that **ALL** safeguarding concerns, both minor and serious, are reported to a Designated Safeguarding Lead as soon as is reasonably possible.

Odyssey encourages open and honest discussion and all staff are encouraged to discuss practices that occur within the school. Shared discussion can also reveal other information regarding a child of which other staff members may not be aware.

### **Parental responsibility**

The concept of parental rights has been redefined as parental responsibility. Parental responsibility is therefore defined as the duty of parents to care for their child physically, emotionally and morally.

### **Partnership**

Professionals and families are to work together for the welfare of the children.

### **Participation**

Children's wishes and feelings should be ascertained so that they can contribute appropriately to the situation.

## **PROCEDURES**

### **STEPS TO TAKE IF CHILD ABUSE IS SUSPECTED**

1. Consider what you know, what you have seen and think about the child that causes concern.

2. Listen to the child if s/he tells you of abuse. Reassure the child that they did the right thing to tell you. Never promise to keep something a secret. Let the child know you will be telling the Designated Safeguarding Lead for child protection (Andrew Paterson) as you have the responsibility to keep the child safe. Do not probe or interrogate the child - write down what the child told you using the child's own words.
3. Discuss your concerns urgently with the Designated Safeguarding Lead for Child Protection
4. The Designated Safeguarding Lead will discuss and review the concerns and advise on what actions to take next, including whether a child protection referral is necessary.
5. Unless consultation with parents / guardian is likely to place the child at risk of significant harm through delay or the parent's actions you, together with the designated Safeguarding Lead, will:
  - Arrange to see the child's parent / guardian. Be open and honest, tell the parents the reasons for your concerns and seek explanations for your concerns.
  - Explain your duty to report your concerns and try to get parental agreement for referral to the local authority Children's Specialist Services.
  - If the parent refuses to give permission for the referral, further advice should be sought and a referral made without consent if this is necessary to secure the child's safety.

The Designated Safeguarding Lead will keep a confidential written record of all concerns, any discussions with the child and parents, with social workers and other professionals and any decisions made.

### **What happens next?**

There are procedures for investigating cases where a child is at risk. The Children's Social Care Department has the main responsibility and may set up a Case Conference involving the appropriate agencies. They will:

- consider what you have told them together with any other information they may have already
- assess the strength of the allegation
- investigate if they suspect a child or young person is suffering from harm.

### **INFORMATION SHARING AND CONFIDENTIALITY**

Information sharing is vital to safeguarding and promoting the welfare of children. Parental consent is sought by Odyssey to share information. However, you can and should share information without consent if a child is at risk of significant harm or harming someone else, the child needs urgent medical treatment, information is required as part of a statutory or legal proceeding or information is requested by the police.

Safeguarding and Child Protection matters are strictly confidential. As an Odyssey Staff member, you have a duty to respect confidentiality and privacy and ensure you keep all information and details about parents and children confidential within the setting. However, Odyssey staff must never promise to keep a secret with a child.

Explain that you may not be able to keep secrets for them and that you may need to share the information with someone else in order to keep them safe.

If a member of staff wishes to speak to someone following a safeguarding or child protection incident they may do so with the Designated Member of Staff or Deputy Designated Member of Staff.



Professional Counselling can be arranged if necessary.

Child protection information will be stored and handled in line with the Data Protection Act 2018 and General Data Protection Regulation (GDPR) guidelines. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Furthermore, information which is sensitive and personal, and should be treated as 'special category personal data'. The Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows designated staff to share information. This includes allowing designated staff to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

### **WORKING IN PARTNERSHIP WITH PARENTS**

At Odyssey, it is our policy to work in partnership with parents or guardians to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of this School:

- We will try to use clear statements in our brochures and correspondence.
- We will share information with the parents and pupils in the development of Behaviour Management policies and other policies as appropriate.
- We will liaise with agencies in the statutory, voluntary and community sectors that are active in supporting families.
- We will be aware that we have parents/guardians who do not have English as their first language.

**We will keep parents informed as and when appropriate.**

### **RECORDS**

One of the most important functions we can perform at Odyssey House School is to ensure there is a full written and dated history about a child with a possible cause for concern so that this history can be given to Children's Social Care and any other agencies to support a referral if necessary.

Accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. This information may be shared with other agencies as appropriate. Parental consent will be sought before making a Child in Need (S17) referral to Children's Social Care. If consent is withheld, consideration will be given to the potential impact of this for the child and to the need for a child protection referral (S47). The School will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

Child protection records are not open to pupils or parents. CP records are securely kept by the Designated Member of Staff, separately from educational records, and can only be accessed by the Designated Member of Staff and their Deputies. Referrals made to Children's Social Care under the LSCB procedures will be recorded on the Inter-Agency Referral form, with copies sent securely to Children's Social Care and the LA's Lead Officer.

### **SAFETY IN THE SCHOOL**

No internal doors to classrooms will be locked whilst pupils are present in these areas.

Doors that are secured physically or by constant staff supervision will control entry to school premises. Authorised visitors to the school will be logged into and out of the premises and be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Headteacher or School office.

The presence of suspicious strangers seen loitering near the school or approaching pupils will be reported to the Police and LA, with a view to alerting other local schools through appropriate systems.

If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

### **ALLEGATIONS MADE AGAINST STAFF OR VOLUNTEERS**

Odyssey House School has procedures in place to manage allegations of abuse against staff. The procedure will apply where a staff person (anyone working with or in contact with the children at the school, whether paid or unpaid, volunteers, support staff, students etc.) has:

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed an offence against or related to a child
- Behaved towards a child or children in a way that indicates that s/he is unsuitable to work with children.

They will also apply where:

- Concerns arise about the person's behaviour with regard to their own children
- Concerns arise about the behaviour in private or community life of a partner, member of the family or other household member.

If the concern is about the Headteacher speak to one of the members of the Board:

**Judith Charlesworth: [judith@odysseyeducation.org.uk](mailto:judith@odysseyeducation.org.uk)**

**Charu Kashyap: [charu@odysseyeducation.org.uk](mailto:charu@odysseyeducation.org.uk)**

**Shilpa Walia: [shilpa@odysseyeducation.org.uk](mailto:shilpa@odysseyeducation.org.uk)**

### **Procedures are based on Local Authority Safeguarding Children Board procedures, as follows:**

1. All allegations or suspicions against staff should be taken seriously and considered as requiring a child protection response/enquiry.
2. All services have a duty to report and refer to children's social care, the police and Ofsted any allegation or suspicion of child abuse made against any staff member. Children's Social Care will inform Ofsted of any child protection referrals in respect of your staff in their personal life.
3. Once your referral is made to children's social care, the allegation will be investigated by the Local Authority Designated Officer (LADO) or MASH who will consider the available information, decide whether an investigation is indicated and work out the details, who will be involved and arrangements for interviewing:
  - The child
  - Parent/guardian
  - Person to whom the allegation was made
  - Any witnesses.

Name and Contact details of the LADO / MASH is listed under 'Key Contacts' as above in this

policy.

4. An allegation may require consideration from any of the following four inter-related perspectives:
  - Child protection
  - Criminal investigation
  - Staff disciplinary procedures
  - Complaint procedures.
5. Information about an allegation must be restricted to those who have a need to know in order to:
  - Protect children
  - Facilitate enquiries
  - Manage disciplinary/complaints aspects
  - Protect any rights of the alleged perpetrator.
6. Employers have a dual responsibility – to safeguard the children in their care and to ensure staff are treated fairly.
7. If a staff member is faced with an allegation against them, they may benefit from the independent advice of a solicitor.
8. If an allegation is made, this staff member should not have any contact with children or their records until the matter has been resolved.
9. Suspension is a neutral act, and it should not be automatic. It should be considered in a case where:
  - There is cause to suspect a child is at risk of significant harm, or
  - The allegation warrants investigation by the police, or
  - The allegation is so serious that it might be grounds for dismissal.
10. The final decision regarding the person's continued employment formally rests with the employer but should be informed by the outcome of the child protection investigation and/or criminal investigation.
11. The school will not accept a staff member's resignation as an alternative to dismissal.
12. Even if the police decide there is not enough evidence to bring criminal charges, the employer must decide whether to proceed with a disciplinary hearing on the basis of prima facie evidence under the Disciplinary Code.
13. Even when there is insufficient evidence to support a criminal investigation, Ofsted may pursue the matter under disciplinary, regulatory or complaints procedures and/or bring civil or criminal proceedings against registered or unregistered day care providers.

#### **UNSUBSTANTIATED AND FALSE ALLEGATIONS**

False allegations are rare and may be a strong indicator of abuse elsewhere which requires further exploration. If an allegation is demonstrably false, the employer, in consultation with the Local Authority Designated Officer and Ofsted, should refer the matter to the local authority Children's Social Care to determine whether the child is in need of services, or might have been abused by someone else.

Where it is concluded that there is insufficient evidence to substantiate an allegation, the chair of the strategy discussion or initial evaluation should prepare a separate report of the enquiry and forward this to the designated senior manager of the employer to enable her/him to consider what further action, if any, should be taken.

Ofsted may also take further actions, as above.

If it is established that an allegation has been deliberately invented, the police may be asked to consider what action may be appropriate.

## **APPENDIX A**

### **TYPES & SIGNS OF ABUSE**

#### **Abuse can be explained in four main ways:**

**1) Physical abuse** may take many forms, e.g. 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 fabricated the symptoms of or deliberately induces illness in a child.

#### **The following are often regarded as indicators of concern:**

- An explanation, which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury)
- Family use of different doctors and accident & emergency departments
- Reluctance to give information or mention previous injuries.

#### **The following must be considered as indicators of harm unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed below:**

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, which may indicate force-feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising to the head or on sites unlikely to be injured accidentally
- Variation in bruising colour possibly indicating injuries caused at different times
- The outline of an object used, e.g. belt marks, hand prints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting; bruising around the face; bruising on the arms, buttocks and thighs, which may be an indicator of sexual abuse
- Grasp marks on small children
- Bite marks – those over 3cm in diameter are more likely to have been caused by an adult or older children
- Burns and scalds with a clear outline may be suspicious, e.g. circular burns from cigarettes, linear burns from hot metal rods, scalds that have a line indicating immersion or poured liquid with no splash marks
- Fractures – non-mobile children rarely sustain fractures. The history provided is vague, non-existent or inconsistent with the fracture type. There is a delay in seeking medical attention.
- Scars – a large number of scars, or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## **Domestic Abuse**

Odyssey recognises domestic abuse as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who or have been intimate partners or family members regardless of gender or sexuality.

This can include but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional. Domestic abuse can include abuse inflicted on, witnessed by or threatened against children. Odyssey is committed to actively supporting, in a safe environment, victims who are experiencing, or have experienced, domestic abuse.

A Designated Safeguarding Leader must be informed of any suspicions and then follow up their enquiry with the police and the Haringey Safeguarding Board.

If a victim of abuse is identified as a member of the School community, Odyssey staff may be required by law, to attend a Multi-Agency Risk Assessment Conference (**MARAC**) where information is shared on the highest risk cases of domestic violence and abuse between different statutory and voluntary sector agencies.

**2) Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Causing children to feel frightened or in danger, e.g. witnessing domestic violence or experiencing bullying from siblings or peers
- Exploiting or corrupting children

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should be aware that emotional abuse might also signify the presence of other kinds of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer, e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Appeasing behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others.

**3) Sexual abuse** involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery, oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Recognising sexual abuse can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional and behavioural. Boys and girls of any ages may be sexually abused and are often scared to say anything due to fear and/or guilt. It is particularly difficult for a child to talk about their sexual abuse. Disclosure can often initially be indirect as the child tests the professional's response.

**Behavioural indicators include:**

- Inappropriate sexualised contact

- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Anxious unwillingness to remove clothes for sports/swimming (but this may be related to cultural norms or physical difficulties)
- Parents may ask staff not to undress or change their child
- Continual, excessive or inappropriate masturbation
- Self-harm (including eating disorder), self-mutilation or suicide attempts
- Involvement in sexual exploitation.

**Physical indicators include:**

- Pain or itching of genital area
- Bloodstains on underwear
- 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.

**4) Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health and development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Neglect may involve a parent failing to:

- Provide adequate food and clothing
- Provide shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of adequate care-taking
- Ensure access to appropriate medical care or treatment
- Meet or being unresponsive to a child's basic emotional need to feel loved and secure.

**Recognising neglect**

Evidence of neglect is often built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet essential physical needs, e.g. adequate or appropriate food, clothes, warmth, hygiene and medical care
- Failure by parents or carers to meet essential emotional needs, e.g. to feel loved and valued, to live in a safe, predictable home environment
- A child seen as listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school/setting
- Child left with inappropriate carers, e.g. too young, complete strangers
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods.

Potential risk to an unborn child:

- Domestic violence or parental substance abuse or mental ill health
- These concerns should be addressed as early as possible before the birth, so that a full assessment can be undertaken and support offered to enable the parents, wherever possible, to provide safe care.

**Female Genital Mutilation - FGM**

Staff have a statutory duty to report any instances of Female Genital Mutilation (either through physical evidence or through disclosure).

A report must be made to police in accordance with Section 5B of the Female Genital Mutilation Act

2008 and the staff must also notify the Safeguarding Lead – Andrew Paterson - who will discuss with Children's Social Care as appropriate.

### **Information from someone else**

Any Odyssey staff member given information by a third person about alleged or suspected abuse has a responsibility to act on the information given and speak with their Designated Safeguarding Lead.

### **Abuse of Trust**

The Sexual Offences Act (2000) has established the criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-19 year olds within school or outside of school.

A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a child by virtue of work or nature of the activity being undertaken.

Neither heterosexual nor homosexual relationships are acceptable within this position of trust. 'Grooming' a child or a person under 18 with a view for future sexual relationship is an offence.

All members of staff are deemed to be in a position of trust, irrespective of whether they work with pupils at the school on a daily basis, or if they are employed purely in a support or administrative role. Any member of staff who becomes aware of any inappropriate relationships between members of staff and pupils, even via social media e.g. Facebook, Twitter, text messaging, Tumbler, Instagram, Snapchat or WhatsApp etc. should immediately discuss with a Designated Safeguarding Lead.

## APPENDIX B

### SPECIFIC SAFEGUARDING ISSUES

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

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

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

All staff should be clear on the school's procedures with regards to **peer on peer abuse**.

#### Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

If staff have any concerns about a child's welfare, they should act on them immediately and speak to the designated safeguarding lead (or deputy).

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.**

KCSIE 2019, acknowledges the following as specific forms of abuse and safeguarding issues:

Abuse/Safeguarding Issue
Children and the court system
Children missing from education
Children with family members in prison
Child sexual exploitation
Child criminal exploitation: county lines
Domestic abuse
Homelessness
So-called 'honour-based' violence
Preventing radicalisation
Peer on peer abuse
Sexual violence and sexual harassment between children

#### **Children and the court system**



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

There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

(<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>)

(<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>)

### **Children missing from education**

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

The school will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without the school's permission for a continuous period of 10 days or more. School will inform the local authority of any pupil deleted from the admission register under circumstances as outlined in Keeping Children Safe in Education (September 2018).

In addition, the school will alert the Local Authority in the following cases:

- Where the child is removed from school to be home educated;
- Where the family has apparently moved away;
- When the child has been certified as medically unfit to attend;
- When the child is in custody for more than four months or has been permanently excluded.

**A child's name will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations or with the agreement of the Education Welfare & Attendance Service.**

School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about her welfare.

### **Missing Children Policy**

If it is suspected that a child has gone missing the Headteacher should be informed immediately or in her absence the most senior member of staff on site. The fire alarm will then be set off and a roll call taken to establish whether or not the child is missing. A thorough search of the grounds and buildings will then be carried out. If the pupil is not found, the Police will be informed immediately along with the child's parents or guardians.

The School will keep a record of any incidents involving missing pupils. On the return of a missing pupil, consideration will be given by the Headteacher, in consultation with the Parents, Form Teachers, as to the most appropriate course of action. Such a course may include an element of discipline but proper consideration will be given to the support that the pupil / boarder is likely to need including the possibility of counselling or other specialist professional assistance.

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO (National Information Centre on Children of Offenders) ([www.nicco.org.uk](http://www.nicco.org.uk)) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. The school will refer to the Home Office guidance: [Preventing youth violence](#) and gang involvement and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#)

### **Child sexual exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.

Some of the following signs may be indicators of child sexual exploitation:

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

### **Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Domestic abuse**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets) <https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

### **So-called 'honour-based' violence**

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

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>1</sup> that requires a different approach (see following section)

### **Female genital mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

### **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils.

All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (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 in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory Reporting of Female Genital Mutilation - procedural information for further details about the duty.

Guidance published by the Department for the Health also provides useful information and support for health professionals.

### **Forced marriage**

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

Staff should speak to the DSL if they have any concerns. Staff should refer to the Multi-agency guidelines: Handling case of forced marriage focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can be contacted on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk) for advice and information.

### **Radicalisation and the Prevent duty**

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

- The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.
- The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.
- The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

- Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"
- Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in

identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The DfE's briefing note the use of social media for on-line radicalisation (2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

### **Peer on peer abuse**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

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

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves:
  - bullying (including cyberbullying);
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence, such as rape and sexual assault;
  - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
  - upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and
  - initiation/hazing type violence and rituals

### **In case of an allegation**

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by having information leaflets in the classrooms and contact details for the DSL displayed on the school notice boards
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### **Sexual violence and sexual harassment between children in schools**

#### **Context**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **Sexual violence**

- It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

### **Sexual harassment**

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. 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 should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.



If staff have a concern about a child or a child makes a report to them, staff should follow the school's referral procedures. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

## **Prevention**

As a school we will minimise the risk of allegations against other pupils by :

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

## **Allegations against other pupils which are safeguarding issues**

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

### **Physical Abuse**

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

### **Emotional Abuse**

- Blackmail or extortion
- Threats and intimidation

### **Sexual Abuse**

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

### **Sexual Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

## **Procedure for staff:**

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed;
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances;
- The DSL should contact MASH to discuss the case;
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate;
- If the allegation indicates that a potential criminal offence has taken place the police will become involved;
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral;
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files;
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures;
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures;
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan;
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

## Appendix C

### Actions where there are concerns about a child

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## **Appendix D**

### **Job Description for the Designated Safeguarding Lead**

The broad areas of responsibility for the designated safeguarding lead are:

## **Managing referrals**

- Refer all cases of suspected abuse to the local authority children's social care and the LADO (all cases which concern a staff member),
  - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
  - Police (cases where a crime may have been committed).
- Liaise with the Headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
  - Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

## **Training**

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## **Raising Awareness**

- The designated safeguarding lead should ensure the school's policies are known and used appropriately:
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the proprietor regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

## Appendix E

### **Safeguarding and Child Protection Annual Checklist for Staff**

Name ..... Position .....

- I have received the School's Safeguarding Policy and know how to access the most up to date version of it on the school's website
- I have received Keeping Children Safe in Education 2019 (Part 1) and Appendix A and I have read them and understand them.
- I have received the Staff Code of Conduct, have read it and agree to abide by it and understand that I may be the subject of disciplinary action should I fail to do so.
- I have read and have an understanding of the principles outlined in the above documents and agree to abide by the contents of these documents
- I have an understanding of the current guidelines and legal contexts regarding Child Protection
- I have an understanding of the definition of abuse, the different types of abuse and what hurts children
- I fully understand the correct procedures regarding the reporting of a disclosure of abuse or a welfare concern to the relevant members of staff at Odyssey House School
- I understand that I must be prepared to identify children who may benefit from early help
- I fully understand the correct procedures regarding the reporting of an allegation against a member of staff including the Head Teacher
- I am aware of the name of the Designated Safeguarding Lead and of staff members who are deputy DSLs at Odyssey House School
- I am aware of the Prevent Duty and understand my obligation under this duty
- I am aware of the school's Whistleblowing policy and where to access it
- I confirm that I have not been involved in any activity/incident since my last DBS/CRB check or within the last 12 months which might result in a change to my DBS (previously CRB) status, should a new check be requested. (If you are unable to confirm this, please detail any changes in writing to the Headteacher immediately. This information is given in the strictest confidence.)

Signature .....

Date .....