



Odyssey House School

CHILD PROTECTION POLICY

Author / reviewer:	Shilpa Walia	Designation:	School Director
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Approved by:	Charu Kashyap	Designation:	Founder & Chair
Review date:	August 2021		

Key Contacts:

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Sean Canaii	sean@odysseyeducation.org.uk
Deputy DSL	Angela Rose Regan	angie@odysseyeducation.org.uk
School Director	Shilpa Walia	shilpa@odysseyeducation.org.uk 07825 710192
Critical friend (Independent consultant)	Judith Charlesworth	judith@odysseyeducation.org.uk 07711 647203
Proprietor	Charu Kashyap	charu@odysseyeducation.org.uk 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

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 with the following referral form:

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

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

Sean Canaii (sean@odysseyeducation.org.uk)

In his absence, the SPOC is:

**Angela Regan Rose
angie@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
- 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
- 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

Childline can be contacted on:

- Tel: 0800 1111

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Policy Context

Odyssey House School's Child Protection Policy has regard to the following guidance and advice:

- Keeping Children Safe in Education (Sept 2020) (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)
- 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)

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

The way Odyssey House School is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.

We acknowledge that some learners will return to face to face education in March 2021 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

Definitions

Safeguarding and promoting the welfare of children means:

- › Protecting children from maltreatment
- › Preventing impairment of children's mental and physical 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.

Odyssey House School acknowledges that safeguarding includes a wide range of specific issues including but not limited to the following.

- › Abuse and neglect

- > Bullying (including cyberbullying)
- > Children with family members in prison
- > Children Missing Education (CME)
- > Child missing from home or care
- > Child Sexual Exploitation (CSE)
- > Child Criminal Exploitation
- > Contextual Safeguarding (Risks outside the family home)
- > County Lines
- > Domestic abuse
- > Drugs and alcohol misuse
- > Fabricated or induced illness
- > Faith abuse
- > Female Genital Mutilation (FGM)
- > Forced marriage
- > Gangs and youth violence
- > Gender based abuse and violence against women and girls
- > Hate
- > Homelessness
- > Honour based abuse
- > Human trafficking and modern slavery
- > Mental health
- > Missing children and adults
- > Online safety
- > Peer on peer abuse
- > Preventing radicalisation and extremism
- > Private fostering
- > Relationship abuse
- > Serious Violence
- > Sexual Violence and Sexual Harassment
- > Upskirting
- > Youth produced sexual imagery or “Sexting”

(Please see Annex A within ‘Keeping children safe in education’ 2020 for greater detail)

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education 2020 (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 children or adults.

Staff at Odyssey House School work with the attitude of ‘it could happen here’ to ensure a vigilant safeguarding procedure.

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 four 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 recognise and respond appropriately and sensitively to child protection concerns.
- Support to all pupils, parents and staff. When requires introduce appropriate interventions for those at risk of harm
- Collaboration with local agencies and families providing timely communication and actions are carried out when a safeguarding concern arises.

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 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 2020):

- Protecting children from maltreatment
- Preventing impairment of a child's mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking effective action to enable all children to have the best outcomes

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 2020) (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)
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 - 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
- Health and Safety Policy, including plans for Odyssey House School reopening
- Online Safety Policy, including social media and mobile technology
- Data protection and information sharing Policy
- Risk Assessment (e.g use of technology and school reopening)
- Whistleblowing Policy
- First Aid 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 David Malachi, 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' 2020. It will review this policy at least annually and in tandem with our school development policy. This policy will also be revised following any local or national publications or an internal review of policy and procedures. It will be reviewed by the proprietor and Senior leadership team who have oversight for safeguarding and Child Protection

All Odyssey House staff will be given a copy of part one of KCSIE 2020 and hard copy of this policy. Staff will be asked to confirm they have read and understood part one of KCSIE 2020 and this information will be kept on record in accordance with GDPR.

Odyssey House School Proprietor will have read and work in line with KCSIE 2020.

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

Designated Safeguarding Lead Responsibilities

The Designated Safeguarding Lead will be a member of the senior leadership team and will work alongside the Deputy Designated safeguarding lead. Both the Designated Safeguarding Lead and Deputy Designated safeguarding lead will attend and be trained to the same level. This training will be formally updated every two years. Although their skills and knowledge will be updated throughout the year by several different methods.

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 will keep the proprietor and senior leadership team aware of any safeguarding issues. They will be the central point for the whole school to discuss any safeguarding concerns.

They must ensure that everyone in school (including temporary staff including supply teachers, 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. They will ensure adequate and appropriate Designated Safeguarding lead cover if the school has to close or for any after school clubs.

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 working with social workers or look after children the designated safeguarding lead will have details of the child's social worker and the name of the virtual school head.

Designated Safeguarding lead will share any relevant information with teachers and the leadership team to ensure they best possible outcomes for children.

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. Staff will ensure they have attended regular training allowing them to be aware of the indicators of abuse and neglect so that can identify cases of children who may need help or protection.

Staff will know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child. Staff will be able to identify and act upon indicators that children are, or at risk of developing mental health issues.

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. Staff will know how to maintain an appropriate level of confidentiality.

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 and policy. Learn how to keep themselves safe away from school and online.

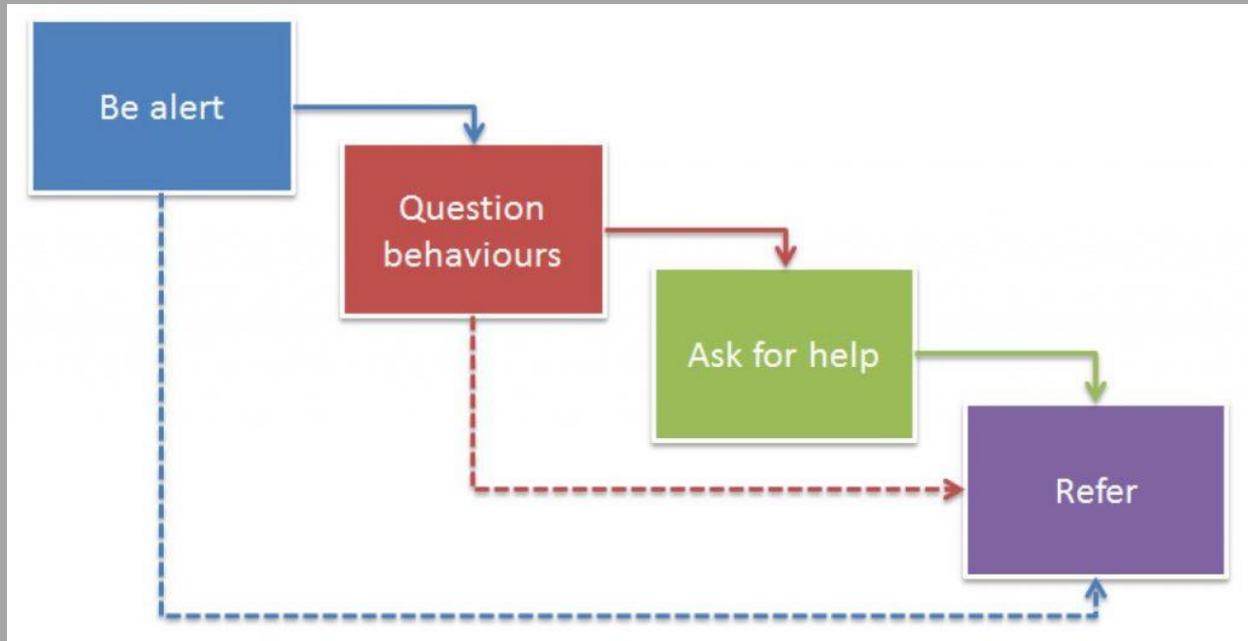
Recognising Indicators

Through training Odyssey House School staff will feel confident in recognise whether a child may be suffering actual or potential harm included in the four categories of abuse.

- > Physical abuse
- > Sexual abuse
- > Emotional abuse
- > Neglect

(Please see Appendix A one for more detail)

Through training staff will be aware of 'What to do if you are worried a child is being abused 2015' approach and will be able to follow the below process to if concerned about a child or adult.



Taken from "What to do if you are worried a child is being abused 2015"

Staff will be aware safeguarding incidents and behaviours can be associated with factors outside of Odyssey House School and may occur with children or adults away from school. Children may be of risk from exploitation away from their families. Children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence.

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 (David Malachi) 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. Use TED questions Tell, Explain, Describe.
3. Discuss your concerns urgently with the Designated Safeguarding Lead for Child Protection. If not available discuss your concerns with the Deputy Designated Safeguarding lead.
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.
-

If the child's situation has not improved once it has been referred and investigated by the relevant agencies. The Designated Safeguarding Lead will consider following the local escalation procedures to ensure their concerns have been address and most importantly, that the child's situation improves.

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.

Odyssey House school Data Protection Officer has been trained in accordance with the Data Protection Act 2018 and General Data protection Regulation (GDPR) guidelines. DPO ensure Odyssey House School is compliant with all matter relating to confidentiality and information sharing requirements.

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 LeadOfficer.

When a child is moving schools the DLS will consider whether it would be appropriate to share any information with the DLS at the new school or college. This information would only be shared for example if allowed the school to continue to provide support to the child.

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 including SUPPLY TEACHERS OR VOLUNTEERS

Odyssey House School has procedures in place to manage allegations of abuse against staff, supply teachers and volunteer. 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.
- Behaved or may have behaved in a way that indicates they may not be suitable 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.

All Odyssey House School staff and volunteers should feel able to raise concerns about poor or unsafe practices and potential failures at Odyssey House School safeguarding regime. The leadership team of Odyssey House School will take all concerns or allegations received seriously.

All members of staff are made aware of the Odyssey House School Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.

- > Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

Allegations should be referred immediately to David Malachi (Headteacher) who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

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

Judith Charlesworth: judith@odysseyeducation.org.uk

Charu Kashyap: charu@odysseyeducation.org.uk

Shilpa Walia: 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.

Safer Recruitment

Odyssey House School will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS). Odyssey will ensure the school has a safe culture that all steps are taken to recruit staff and volunteers who are safe to work children and adults.

Odyssey House School will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training. Odyssey House School is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

We will ensure that all staff and volunteers have read the staff behaviour code of conduct and understand that their behaviour and practice must be in line with it.

Safeguarding Children with Special Educational Needs and Disabilities

Odyssey House School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the relevant agencies to plan support as required. Specifically, those with communication difficulties will be supported to ensure that their voice is heard and acted upon. (E.g Children who use VOCA's)

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities.

Peer on Peer Abuse

All members of staff at Odyssey House School recognise that children are capable of abusing their peers. Odyssey House School recognises and believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Odyssey House School recognises that peer on peer abuse can take many forms, including but not limited to:

- > bullying (including cyberbullying)
- > physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- > sexual violence and sexual harassment
- > ‘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)
- > initiation/hazing type violence and rituals.

Odyssey House School recognises recognises youth produced sexual imagery (also known as “sexting”) as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

- > We will follow the advice as set out in the non-statutory UKCIS guidance: ‘Sexting in schools and colleges: responding to incidents and safeguarding young people’.

When responding to concerns relating to child on child sexual violence or harassment, Odyssey House School will follow guidance outlined in part five of KCSIE 2020 and ‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges’.

Staff and leadership are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.

All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.

Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by a range of appropriate support figures.

Gangs, County Lines, Serious violence, Crime and Exploitation

Odyssey House School is aware of the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.

All staff have been trained and recognise the need to be vigilant for the signs that may include, but not limited to the following:

- > Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
- > Children who go missing for periods of time or regularly come home late
- > Children who regularly miss school or education or do not take part in education
- > Change in friendships/relationships with others/groups
- > Children who associate with other young people involved in exploitation
- > Children who suffer from changes in emotional well-being
- > Significant decline in performance
- > Signs of self-harm/significant change in wellbeing
- > Signs of assault/unexplained injuries

Mental Health

All staff will be made aware through training that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children’s experiences, can impact on their mental health, behaviour and education.

Staff at Odyssey House School 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.

All staff will be made aware if they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

Online Safety

Odyssey House School will ensure all staff are aware of the unique Challenges and risks that the use of technology presents to children and adults both inside and outside of school. Odyssey House School will empower, protect and educate the School community in their use of technology and establish processes to identify, intervene in, and escalate any incident where appropriate.

Odyssey House School *identifies* that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- > **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- > **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- > **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff. The DSL is responsible for ensuring all staff had the relevant training in being able to confidently identify online safeguarding issues.

A wide range of technology is available at Odyssey House School. This includes computers, laptops, tablets, Smartboards, phones, the internet, our learning platform, intranet, and email systems.

- > All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- > Safety measure will be reviewed termly to ensure all security measures are working inline with technology advancements.

Odyssey House School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2020.

If a child or adult comes across a sites or material which are inappropriate, they are required to:

- > **Immediately turn off monitor/screen.**
- > **Report the concern immediately to a member of staff.**
- > **Report the URL of the site to technical staff/services.**
- > **Immediately report to the DLS.**

Odyssey House School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place.

- > All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
- > Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL as appropriate.
- > Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
- > When implementing appropriate filtering and monitoring, Odyssey House School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Odyssey House School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

- > Learners will be educated to use online safety tools and recognise manage online risks effectively.

- > Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- > Learners internet use will be supervised by staff according to their age and ability.
- > Learners will be directed to use age appropriate online resources and tools by staff.

Odyssey House School will build a partnership approach to online safety and will support parents/carers to become aware and alert by:

- > providing information on our school website and through existing communication channels (such as official social media, newsletters etc.).

The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour.

- > Internal support or sanctions will be implemented as appropriate.
- > Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Where children are asked to learn online at home:

Where children are being asked to learn online at home Odyssey House School will work in accordance with safeguarding in schools colleges and other providers and safeguarding and remote education.

- > Odyssey House School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- > All communication with learners and parents/carers will take place using school/ provided or approved communication channels; for example, school provided email accounts and phone numbers and agreed systems
- > Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- > Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school behaviour policy and Acceptable Use Policies.
- > Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- > When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
- > Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Odyssey House School will continue to be clear who from the school their child is going to be interacting with online.
- > Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

Appendix A: Categories of Abuse

All 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.

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. They may be abused by an adult or adults or another child or children.

It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

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

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix B: Additional Information

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from 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 can also be a sign of child criminal exploitation including involvement in county lines. 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. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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 Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE 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. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and 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).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

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. 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](#). 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. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) 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 HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, 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 multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a

All children can witness and be adversely affected by domestic abuse in the context of their

home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and mandatory reporting duty placed on **teachers**¹⁰⁴ that requires a different approach (see following section).

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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁰⁵ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) 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. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

Forcing a person into a 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 of 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 perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information:
Contact: 020 7008 0151 or email fmu@fco.gov.uk.

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 should be a part of a schools' or colleges' safeguarding approach.

- **Extremism**¹⁰⁶ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation**¹⁰⁷ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism**¹⁰⁸ 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.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard¹⁰⁹ to the need to prevent people from being drawn into terrorism".¹¹⁰ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

Additional support

The department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Peer on peer/ child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment;

physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

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.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003¹¹¹ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?¹¹² Consent is about having the freedom and capacity to choose. Consent to

sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.¹¹³

Sexual harassment

When referring to sexual harassment we mean '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.¹¹⁴ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats; and
 - upskirting.

Upskirting¹¹⁵

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes 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. It is a criminal offence. Anyone of any gender, can be a victim.

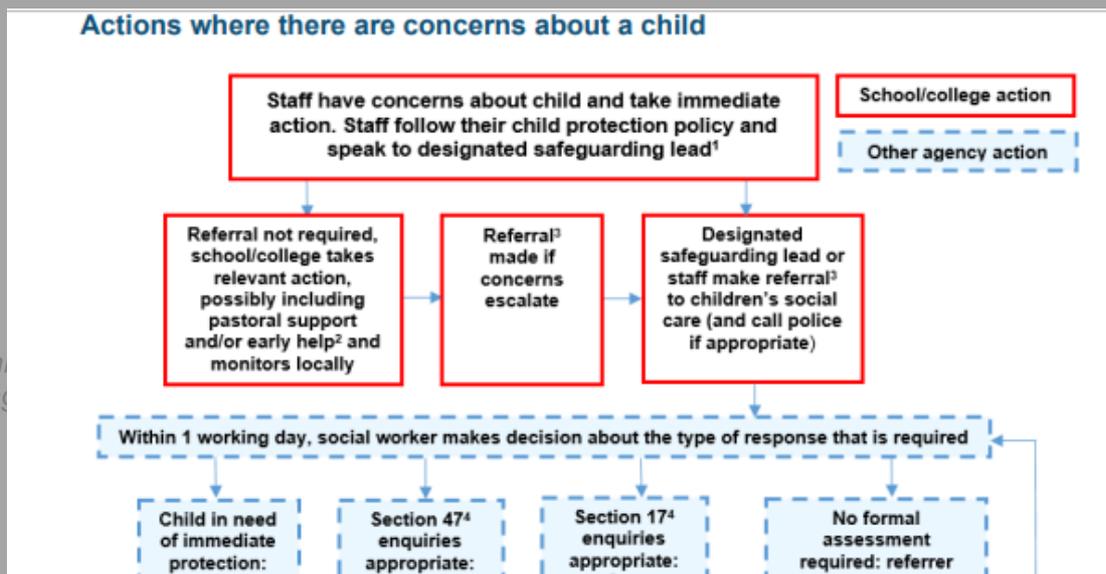
The response to a report of sexual violence or sexual harassment

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, they should follow the

referral process as set out from paragraph 41 in Part one of this guidance. 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).

Appendix C



or if legislation changes

Appendix D: National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: <https://respectphoneline.org.uk>

Honour Based Abuse

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/

Online Safety

- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC/ Net Aware: www.nspcc.org.uk/onlinesafety and www.net-aware.org.uk
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

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 2020 (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