



HILLVIEW
SCHOOL FOR GIRLS

SAFEGUARDING POLICY
(Incorporating Child Protection
Children in Care and Online
Safety)

Key Safeguarding contact personnel in school

Designated Safeguarding Lead(s) (DSL):

Mrs Deborah Ellis – DSL / Senior Assistant Headteacher

Mrs Rebecca Edwins – Assistant Headteacher/ Deputy DSL
/Children in Care (CiC) Designated teacher

Miss Sara Waters – Intensive Support Manager

Named Safeguarding (and CiC) Governor:

Mrs Sara Cleaver

All staff should have access to this policy and sign to the effect that they have read and understood its content.

This Safeguarding Policy is also available to access via the school's website

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1. Introduction and Ethos

1.1 Hillview School for Girls is a community and all those directly connected (staff, governors, parents, families and students) have an essential role to play in making it safe and secure. Hillview School for Girls recognises it is everyone's responsibility our moral and statutory responsibility to safeguard and promote the welfare of all children. This means that they should consider, at all times, what is in the best interests of the child.

1.2 Hillview School for Girls recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

1.3 Our school core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of all children as its paramount concern
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance
- To adopt Core British Values (incorporating Channel/Prevent duties)
- All staff have a responsibility to provide a safe environment in which children can learn.
- All staff are prepared to identify children who may benefit from early help.
- All staff will follow the school referral process if there is a welfare concern about a student and support social workers and other agencies following any referral.
- All staff receive appropriate safeguarding and child protection training which is regularly updated, at least annually.
- All staff are aware of their local early help process and understand their role in it.
- All staff know what to do if a child tells that s/he is being abused or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality.

1.4 There are four main elements to our safeguarding policy

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);

- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

1.5 The procedures contained in this policy apply to all staff and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

Context

1.6 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance and most recently the 'Keeping Children Safe in Education (September 2018) update from the DfE.

1.7 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 students 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.

Definition of safeguarding

1.8 "Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to student's welfare, health and safety." (Inspecting safeguarding in early years, Education and Skills, Ofsted, September 2016)

1.9 The Safeguarding Policy will be reviewed on an annual (minimum) basis by the Governing Body that has responsibility for oversight of school safeguarding and child protection systems. (see Appendix 1). The Designated Safeguarding Lead / Headteacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual student situations or identifying features of families as part of their oversight responsibility.

1.10 The school acknowledges that this policy will incorporate a range of safeguarding issues including (but not limited to):

- Bullying (including cyberbullying)
- Children missing education
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Domestic violence

- Drugs and alcohol
- Fabricated or induced illness
- Gangs and youth violence
- Hate
- Honour based violence, including Female Genital Mutilation (FGM)
- Mental health
- Online Safety
- Prevent (Radicalisation and extremism)
- Private fostering
- Relationship abuse and gender-based violence
- Youth Produced Sexual Imagery or “Sexting”
- Trafficking

1.11 This policy should be read in conjunction with the following school policies:

- Behaviour Management
- ICT
- Data Protection
- PSHEE
- SEN
- Health & Safety
- Attendance
- Educational Visits
- Fairness at Work
- Recruitment, Selection and DBS

1.12 **Every** member of staff at Hillview School for Girls recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

1.13 The welfare and safety of children are the responsibility of all staff in school and ANY concern for a student’s welfare **MUST** always be reported to the Designated Safeguarding Lead(s). Where there is a concern, it is the responsibility of the person who has the concern to ‘Recognise and Refer’ to the DSL (with the exception of Female Genital Mutilation (FGM) where it is the person with the concern who should report it to the Police directly as per Channel/Prevent guidance. The school will offer guidance to the member of staff when needed).

1.14 All staff read at least Part 1 of the KCSIE(2018) Guidance and are tested by the DSL to ensure understanding.

APPENDIX 1 Safeguarding and child protection procedures

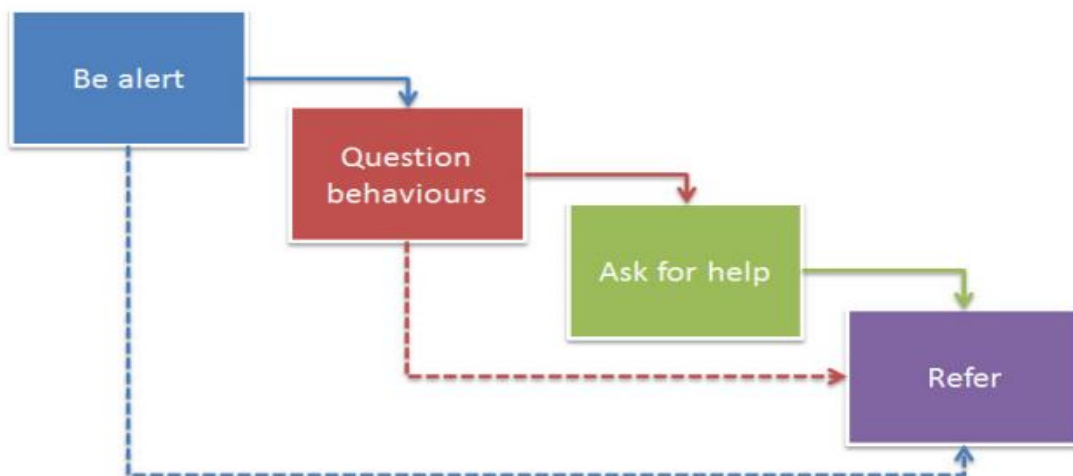
1.1 Hillview School for Girls adheres to the KSCB Safeguarding Children Procedures. The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

1.2 Additional guidance for staff includes

- **'What to do if you are Worried About a Child Being Abused'** (DfE 2015)
- **Information Sharing advice for safeguarding practitioners (2015)**
- **Kent and Medway Inter-Agency Threshold Criteria for Children in Need**
- **The Assessment Framework for Children in Need and their Families (2000)**
- These documents can be found in the staff room / VLE

1.3 'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

1.4 All members of staff are expected to be aware of and follow this approach:



1.5 It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made through the DSL (or Deputy) immediately to children's social care and/or the police.

1.6 The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

1.7 It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of

potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

- To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns.
- Advice may also be sought from the Early Help Triage Team.
- Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

1.8 All members of staff are made aware of the early help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. (More information can be found at Appendix 4).

1.9 If early help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all early help cases under constant review and will give consideration to making a referral to Specialist Children's Services, (SCS) if the situation doesn't appear to be improving for the child.

1.10 New referrals to services will be made using the agreed Kent process i.e. the Early Help Notification form or inter-agency referral form for referrals to SCS. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need (KSCB). In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. Concerns for children who are already known to services will be passed to the allocated worker / Team.

1.11 All members of staff are aware of the process for making referrals to SCS for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

1.12 In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to SCS being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.

1.13 In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguards Team (**West Kent:** Worrall House, 30 Kings Hill Avenue, West Malling, Kent, ME19 4AE

03000 41 22 84). If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

1.14 On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered.

1.15 If following this process, the staff member remains concerned that appropriate action is not being taken then the member of staff should seek further direct consultation from a member of the Education Safeguards Team who will be able to discuss the concern and provide further advice on appropriate action to be taken.

1.16 If after a referral a child's situation does not appear to be improving then the DSL (or the person that made the referral) will press for reconsideration to ensure that the school's concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

Safe working practice

1.17 All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

1.18 Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See Appendix 3 for further information).

1.19 Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's **Behaviour Management and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

1.20 Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings** (2015) which can be found on line and in the Personnel Manager's office and staffroom.

1.21 Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves

with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings**, the school's **Online Safety** (Appendix 10) and **Acceptable Use Policy and Safe Practice with Technology – Guidance for Adults who Work with Children and Young People**

Staff supervision and support

1.22 Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

1.23 All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns. (See Appendix 6 for further information).

1.24 The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

1.25 The school will provide appropriate supervision and support for all members of staff to ensure that:

1.26 All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children

1.27 Staff are able to create an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role

1.28 All staff have regular reviews of their own practice to ensure they improve over time.

1.29 The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly. Further information about a range of supporting organisations can be found in Appendices 5 and 19.

Key responsibilities

1.30 Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.

1.31 The governing body have read and will follow Keeping Children Safe in Education (KCSIE 2018). Further information regarding the key strategic responsibilities of the governing body and Headteacher are identified in Appendix 7.

1.32 The school has a nominated governor for safeguarding named at the beginning of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy that interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually.

1.33 The Governing Body, Headteacher and Leadership Team will ensure that the DSL(s) is properly supported in this role at a time and resource level.

Designated Safeguarding Lead (DSL)

1.34 The school has appointed a member of the leadership team (Mrs Deborah Ellis, Senior Assistant Head) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

1.35 The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the Kent Safeguarding Children Board. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods such as regular e-safety bulletins, West Kent Safeguarding Team meetings, online training and at regular intervals, at least annually, to keep up with any developments relevant to their role.

1.36 The school has appointed additional staff to deputise for the DSL (Mrs Rebecca Edwins – Assistant Head and Miss Sara Waters – Intensive Support Manager). Deputy DSLs have attended appropriate training that enables them to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

1.37 It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Co-ordinate safeguarding action for individual children
- Liaise with other agencies and professionals in line with Working together to safeguard children
- Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Children's Services (SCS) as necessary
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)

- Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2018)

1.38 Further details about the role of the DSL can be found in KCSIE 2018, part two.

Members of staff

1.39 All members of staff have a responsibility to:

- provide a safe environment in which children can learn
- ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
- identify and recognise children who may be in need of extra help, who are suffering, or are likely to suffer significant harm
- provide help for children, where appropriate and reasonable
- take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
- safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
- respond to and refer any concerns about children or other members of the community in accordance with this policy
- Contribute towards, read and adhering to the school policies

Children and young people

1.40 Children and young people (students) have a responsibility to:

- Contribute to the development of school safeguarding policies
- Read and adhere to (at a level appropriate to their age and ability) the School's safeguarding policies and procedures
- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

Parents and Carers

1.41 Parents/carers have a responsibility to:

- Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate

- Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child is at risk of harm online
- Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
- Contribute to the development of the schools safeguarding policies

1.42 A statement in the school's Supplementary Booklet that accompanies the prospectus informs parents and carers about the school's duties and responsibilities under child protection and safeguarding procedures. A safeguarding statement can also be found on the school website.

1.43 Parents can obtain a copy of the school Safeguarding Policy and other related policies on request and can view them via the school website.

Recognition and categories of abuse

1.44 All staff in school should be aware of the definitions, signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

1.45 The most up-to-date definitions and possible indicators and signs of abuse are found in Appendix 8. Staff should also refer to Part 1 and Annex A within KCSIE 2018 and 'What to do if you are worried a child is being abused' 2015.

Record keeping

1.46 Staff will record any welfare concern (see Appendix 2) that they have about a child on the school's lilac Safeguarding Incident/concern form (with a body map where injuries have been observed) and pass them without delay to the DSL on a lilac form (available in the staffroom). Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.

1.47 All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements staff then they will discuss their concerns with DSL.

1.48 Incident/concern forms are kept in the staffroom Safeguarding Forms tray.

1.49 Safeguarding records are kept for individual children and separate from all other records relating to the child in school. They are retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only.

1.50 The Headteacher will be kept informed of any significant issues by the DSL.

1.51 All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover to the new DSL or Headteacher and a receipt of delivery will be obtained.

1.52 Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools". All Staff **WILL** familiarise themselves with the responsibilities as outlined in this document. www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance

Working with other agencies

1.53 Hillview School for Girls recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

1.54 Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

1.55 Hillview School for Girls recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family.

1.56 The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

Confidentiality and information sharing

1.57 Hillview School for Girls recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a student to other members of staff on a need to know basis.

1.58 All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which they have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.

1.59 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being. Further advice on responding to disclosures can be found in Appendix 3.

1.60 DfE Guidance on Information Sharing (March 2015) provides further detail. This can be found on the staff VLE or https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

1.61 If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

Complaints

1.62 The school has a **Complaints Procedure** available to parents, students and members of staff who wish to report concerns. This can be found on the school website.

1.63 All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Fairness at Work policy**. This can be found on the VLE.

Allegations against members of staff and volunteers

1.64 Hillview School for Girls recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Headteacher or DSL, who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported directly to the LADO.

1.65 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the Senior Leadership Team.

1.66 All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

1.67 Members of staff can also 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

1.68 For specific guidance on how to respond to allegations against staff, please refer to the **Fairness at Work policy** which can be found on the VLE / Human Resources Manager's Office.

Allegations against students

1.69 Hillview School for Girls recognises that children are capable of abusing their peers. Peer-on-peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), sexualised bullying and violence and sexting. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

1.70 Hillview School for Girls believes that abuse is abuse and it will never be tolerated, dismissed or minimised. The school will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and sources of support both within the school and externally (such as Kent Police, ChildLine etc.). Further information can be found in the PSHEE Policy.

1.71 Students who have experienced peer-on-peer abuse will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record of concerns and discussions as evidence regarding how to respond to concerns and build resilience, if appropriate.
- Providing reassurance and continuous support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance. (See Appendix 19).

1.72 Students who are alleged to have abused other students will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support.
- Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
- Speaking with police or other local services (such as early help or children's specialist services) as appropriate.

1.73 Further information about the school's response to allegations of abuse against students can be located in the school's Behaviour Policy.

1.74 Hillview School for Girls is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

Safeguarding children with special educational needs and disabilities

1.75 Hillview School for Girls 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. They may have speech, language and communication needs which may make it difficult to tell others what is happening

1.76 Hillview School for Girls will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon. This will usually be through the SENCO.

1.77 Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. 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.

Children in Care (CiC)

1.78 Hillview recognises that on a national level, children that are looked after significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that these children (CiC) are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being, in line with Every Child Matters, 2003.

1.79 The school will champion the needs of children that are looked after, raise awareness and challenge negative stereotypes about them, in order to ensure that they progress and achieve to the highest level possible. (Further information can be found in Appendix 4).

Curriculum and staying safe

1.80 We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

1.81 Hillview School for Girls will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.

1.82 Students will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), mentor time, and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, British Values, road safety, sexual abuse, neglect, gender based violence/sexual assaults and sexting.

1.83 Systems have been established to support the empowerment of children to talk to a range of staff. Children at Hillview School for Girls will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

1.84 Specific systems outside of expected day to day classroom interaction and support will include:

- Student Council
- Buddy and peer-mentoring systems
- PSHE events
- Regular focus groups with children
- Anti-bullying focus
- Think U Know, Childnet etc
- E-Safety Advisor talks
- Outside professional events, e.g. Magistrates, Theatre groups etc

Online safety

1.85 It is recognised by Hillview School for Girls that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

1.86 Hillview School for Girls identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm

1.87 The DSL and leadership team have read annex C regarding Online Safety within KCSIE 2018.

1.88 Hillview School for Girls will ensure that appropriate filtering and monitoring systems are in place when students and staff access school systems and internet provision. The school uses 'Light Speed Rockets' as its web filtering system which is hosted by EIS and managed both by EIS and on-site technicians. On each PC in school there is an Agent installed that allows for web filtering to happen. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding

1.89 Hillview School for Girls acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school **ICT Policy**.

1.90 Hillview School for Girls will ensure a comprehensive whole school curriculum response is in place to enable all students to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

1.91 Detailed information about the school's response to online safety can be found in Appendix 11.

The use of school premises by other organisations

1.92 Where services or activities are provided separately by another body using the school premises, the Headteacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

1.93 If this assurance is not achieved, then an application to use premises will be refused.

1.94 Where commercial letting agreements apply (i.e. out of school hours), the checking procedures rest with the hirer.

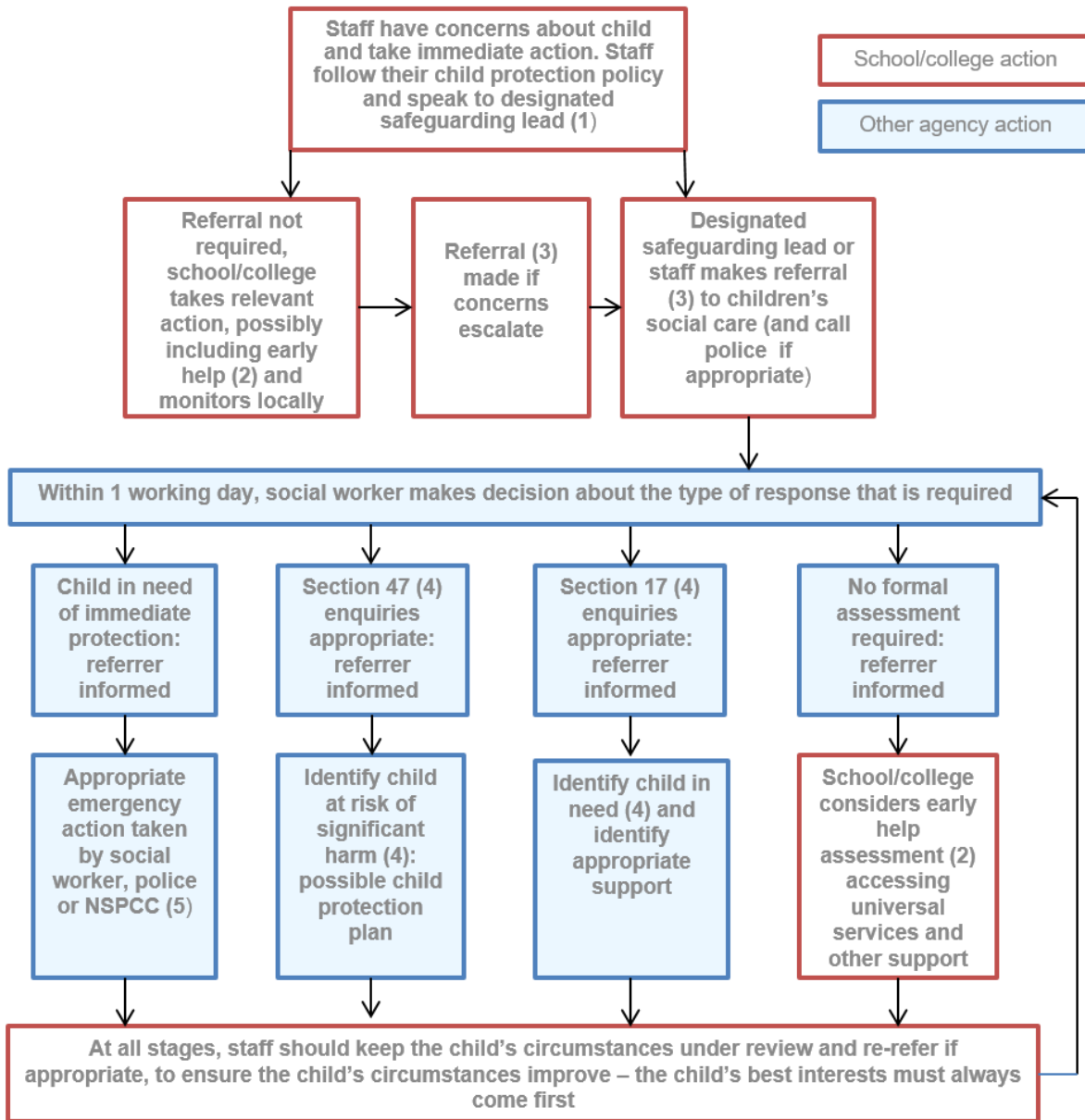
Security

1.95 All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from students/students, parents and others about areas that may need improvement as well as what we are doing well.

1.96 Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors' badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance by staff.

1.97 The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

What to do if you have a welfare concern in Hillview School for Girls



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix 3

Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the student that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. “It will be alright now”
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the student refers to it e.g. “you’re not to blame”
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the student only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; “Did he/she....?” Such questions can invalidate evidence.
- **Do** ask open “TED” questions; Tell, explain, describe
- Do not criticise the perpetrator; the student may have affection for him/her
- Do not ask the student to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCB: www.kscb.org.uk

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

APPENDIX 4

Children in Care (CiC) PROCEDURES

1. Hillview School for Girls' approach to supporting the educational achievement of CIC is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Targeting support.
- Having high expectations.
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to children.
- Promoting health and wellbeing.
- Reducing exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.

2. The Governing Body of Hillview School for Girls is committed to providing quality education for all students and will:

- Ensure a Designated Teacher for CIC is identified and enabled to carry out the responsibilities set out below
- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every child that is looked after, in line with Kent's guidance on Personal Education Plans.
- Identify a governor as Designated Governor for CIC (Safeguarding Governor)

3. This policy links with a number of other school policies and it is important that Governors have regard to the needs of children that are looked after when reviewing them:

- Oversubscription criteria.
- The School Code of Conduct.
- Behaviour Policy.
- Home School Agreement.
- Anti-bullying Policy.
- Equal Opportunities Policy.
- Child Protection (Safeguarding) Policy.
- Special Educational Needs Policy.

Responsibility of the Headteacher

1. Identify a Designated Teacher for CIC, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
2. Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CIC and take action where progress, conduct or attendance is below expectations.
3. Report on the progress, attendance and conduct of CIC. OFSTED now select a number of CIC, tracking their results and the support they have received.
4. Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

Responsibility of the Governing Body

1. Identify a nominated Governor for CIC.
2. Ensure that all Governors are fully aware of the legal requirements and guidance on the education of CIC.
3. Ensure the school has an overview of the needs and progress of CIC.
4. Allocate resources to meet the needs of CIC.
5. Ensure the school's other policies and procedures support their needs.

The Governing Body will:

1. Monitor the academic progress of CIC, through an annual report (see below).
2. Ensure that CIC are given top priority when applying for places in accordance with the school's oversubscription criteria.
3. Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure CIC achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.
4. Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
5. Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of CIC are recognised and met.
6. Receive a report once a year setting out:
 - a) The number of looked-after students on the school's roll (if any).
 - b) Their attendance, as a discreet group, compared to other students.

- c) CIC KS2 scores, GCSE results, and other qualifications achieved, as a discreet group, compared to other students.
- d) The number of fixed term and permanent exclusions (if any).
- e) The destinations of students who leave the school.

7. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the students concerned.

The Role of the Designated Teacher

1. Government Guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen [who] should be an advocate for CIC, assessing services and support, and ensuring that the school shares and supports high expectations for them.”

2. Governors should be aware that all schools are already required to have a designated teacher for CIC. It is strongly recommended that this person should be a member of the Senior Leadership Team. Governors should also be aware that OFSTED will focus on CIC, monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them. The key personnel are named at the beginning of this policy document.

The Designated Teacher will:

1. Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child’s social worker.
2. Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
3. Ensure that each child that is looked after (CIC) has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child’s own wishes. Members of staff who take on this role may need to be supported by someone from the school’s pastoral staff. They should also be alert to any child protection issues, any disclosures that students may make, and know what action to take. They should link closely therefore with the school’s DSL.
4. Track academic progress and target support appropriately.
5. Co-ordinate any support for the CIC that is necessary within school.
6. Ensure confidentiality for individual students, sharing personal information on a need to know basis.
7. Encourage CIC to join in extra-curricular activities and out of school learning.
8. Ensure, as far as possible, attendance at planning and review meetings. Act as an advisor to staff and Governors, raising their awareness of the needs of CIC.
9. Set up timely meetings with relevant parties where the student is experiencing difficulties in school or is at risk of exclusion.

10. Ensure the speedy transfer of information between individuals, agencies and – if the student changes school – to a new school.
11. Be pro-active in supporting transition and planning when moving to a new phase in education.
12. Track academic progress and target support appropriately.
13. Promote inclusion in all areas of school life.
14. Be aware that 60% of CIC say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy.
15. Ensure that the audit on attendance and numbers is returned to the CIC Education Adviser every Term.
16. Raise awareness in secondary schools that CIC are automatically entitled to an allowance if they go into the sixth form.
17. Ensure that all CIC have a copy of the 'Kent Pledge' leaflet.

The Responsibilities of all staff

All our staff will:

1. Have high aspirations for the educational and personal achievement of children that are looked after (CIC), as for all students.
2. Maintain CIC's confidentiality and ensure they are supported sensitively.
3. Respond positively to a student's request to be the named member of staff whom they can talk to when they feel it is necessary.
4. Respond promptly to the Designated Teacher's requests for information.
5. Work to enable CIC to achieve stability and success within school.
6. Promote the self-esteem of all CIC.
7. Have an understanding of the key issues that affect the learning of CIC.
8. Be aware that 60% of CIC say they are bullied so work to prevent bullying in line with the School's policy.

Appendix 5 Local support

All members of staff in Hillview School for Girls is made aware of local support available

- **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**
 - www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts
 - Robyn Windibank – Area Safeguarding Officer: 03000 412284 / 07540677200

- **Contact details for Online Safety (Education Safeguarding Team)**
 - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
 - Ashley Assiter, e-Safety Development Officer
 - 03000 415797
 - esafetyofficer@kent.gov.uk (non-urgent issues only)

- **Contact details for the LADO**
 - Telephone: 03000 410888
 - Email: kentchildrenslado@kent.gov.uk

- **Childrens Specialist Services**
 - Central Duty Team: 03000 411111
 - Out of Hours Number: 03000 419191

- **Early Help and Preventative Services**
 - earlyhelp@kent.gov.uk
 - 03000 419222

- **Kent Police**
 - 101 (or 999 if there is an immediate risk of harm)

- **Kent Safeguarding Children Board (KSCB)**
 - kscb@kent.gov.uk
 - 03000 421126

APPENDIX 6

Staff induction, awareness training and recruitment

1. All members of staff have been provided with a copy of part one of the KCSIE 2018 which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within KCSIE 2018. Members of staff have signed to confirm that they have read and understood Part One and Annex A (A signed register and test of completion is held by the DSL). Staff are tested on their understanding annually.

2. The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process. www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding

3 All staff members will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:

- **Recognise** potential safeguarding and child protection concerns involving students and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and take action in line with this policy
- **Record** concerns in line with the school policies
- **Refer** concerns to the DSL and be able to seek support external to the school if required

Recruitment

4. Hillview School for Girls is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our students/students and have their welfare and protection as the highest priority. The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

5. The Governing Body will ensure that the Headteacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

Appendix 7

Responsibilities of the Governing Body and the Headteacher

The Governing body has the responsibility to ensure:

1. There is a named Designated Safeguarding Lead (DSL), who is a member of the senior leadership team and who has undertaken approved KSCB training in inter-agency working, in addition to basic child protection training
2. The school has an up-to-date child protection policy which is consistent with KSCB requirements, reviewed annually and made available to parents on request
3. Procedures are in place for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher
4. Safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance are in place
5. There is an up-to-date and appropriate training strategy which ensures all members of staff, including the managers, teaching and non-teaching staff, receive safeguarding training
6. That all temporary staff and volunteers are made aware of the school's arrangements for safeguarding.
7. That appropriate filters and appropriate monitoring systems for school systems and internet enabled devices are in place whilst being mindful to ensure that over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
8. That the governing body nominates a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher. The school's nominated governor is named at the beginning of this document.
9. That children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Headteacher has the responsibility to ensure:

- That the child protection policy and procedures are implemented and followed by all staff
- That sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of students and the attendance at strategy discussions and other necessary meetings
- That all members of staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- That child's safety and welfare is addressed through the curriculum
- To ensure internet filtering is at an appropriate level.

Appendix 8

Indicators of Abuse and Neglect (KCSIE 2018)

1. All school and college 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.
2. 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
3. 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.
4. 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 from 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.
5. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit

acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see Point 2 below under Specific Safeguarding Issues).

6. 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, for example, 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.

Specific safeguarding issues

1. 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.

2. 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.

3. All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

4. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. 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. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

Children and the court system

1. 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.
2. 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.
3. 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 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. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

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 provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

1. 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.

2. 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.

3. 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 Mechanism⁹⁸ 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

1. 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

2. 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.

3. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

NSPCC- UK domestic-abuse signs symptoms effects

Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

Homelessness

1. 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.

2. 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.

3. 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.

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. 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 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 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

1. 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 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.](#)

2. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school 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. A useful summary of the FGM mandatory reporting duty is contained in Appendix 9.

Forced marriage

1. 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 communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

2. The Forced Marriage Unit has published [statutory guidance and Multi-agency guidelines,](#) with 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 fm@fco.gov.uk.

Preventing radicalisation

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

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

2. 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) and settings (such as the internet).

3. 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 referral to the Channel programme.

The Prevent duty

1. 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 regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

2. 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.

Additional support

1. The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.
2. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.
3. Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

1. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.
2. The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer 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) 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 initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

1. 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.

2. 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.

3. 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 offences under the Sexual Offences Act 2003 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?

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.

Sexual harassment

1. 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.

2. 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:
 - a) non-consensual sharing of sexual images and videos;
 - b) sexualised online bullying;
 - c) unwanted sexual comments and messages, including, on social media; and
 - d) sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

1. 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.

2. 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 in Appendix 2. 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).



New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police

What is the new duty?

On 31 October 2015 a new duty was introduced that requires health and social care professionals and teachers to report 'known' cases of FGM in girls aged under 18 to the police.

For example, if a doctor sees that a girl aged under 18 has had FGM they will need to make a report to the police. Or, if a girl tells her teacher that she has had FGM, the teacher will need to report this to the police.

What will happen after the case has been reported to the police?

FGM is a serious crime and the police will need to investigate each reported case appropriately. The police will work with social care professionals to make sure that the girl is safe and her needs are put first.

Why is it being introduced?

When a girl has undergone FGM, a serious crime has taken place so it is very important that the police are involved as soon as possible. This will make sure that a proper investigation can take place.

The purpose of the new duty is to help make sure that professionals have the confidence to confront FGM and to help increase the number of referrals to the police so that cases can be investigated appropriately.

What the new duty won't do

It **doesn't mean** that police will take action without consulting appropriately with social care professionals and other relevant professionals.

It **won't require** professionals to report cases to the police where they suspect FGM may have been carried out or think a girl may be at risk. The duty also doesn't apply to women aged 18 or over. Professionals will follow existing safeguarding procedures in these cases.

Summary: Mandatory reporting of FGM*

Duty applies to regulated health and social care professionals and teachers in England and Wales.

Requires these professionals to make a report to the police if, in the course of their professional duties, they:

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

*introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

Appendix 9

ONLINE SAFETY

Introduction - What is Online Safety

1. Online Safety reflects the need to raise awareness of the safety issues associated with information systems, electronic communications and social media as a whole.
2. Online Safety encompasses not only Internet technologies but also electronic communications such as mobile phones and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology. It provides safeguards and raises awareness to enable users to control their online experiences.
3. The Internet is an unmanaged, open communications channel. The World Wide Web, e-mail, blogs and social networking all transmit information using the Internet's communication infrastructure internationally at low cost. Anyone can send messages, discuss ideas and publish material with little restriction. These features of the Internet make it an invaluable resource used by millions of people every day.
4. Hillview protects itself by making it clear to students, staff and visitors that the use of ICT equipment in school for inappropriate reasons is "unauthorised". However, a disclaimer is not sufficient to protect the school from a claim of personal injury and the school therefore ensures that all reasonable actions have been taken and measures put in place to protect users.

Responsibilities of School Staff

1. All staff sign an ICT Agreement on appointment, covering both school and personal equipment. Staff thereby accept that Hillview can monitor network and Internet use to help ensure staff and students safety. Staff that manage filtering systems or monitors ICT use have greater responsibility and are appropriately supervised. Staff are aware of dangers to themselves in managing ICT use, for instance in viewing inappropriate images to investigate their source.
2. Any allegation of inappropriate behaviour must be reported to senior management and investigated with great care - an innocent explanation may well exist.
3. E-mail, text messaging and social media all provide additional channels of communication between staff and students and inappropriate behaviour can occur, or communications can be misinterpreted. Staff are made aware of the power of the technology in Police hands to identify the sender of inappropriate messages.

Routes to Online Safety

Un-moderated Internet access brings with it the possibility of placing students in embarrassing, inappropriate and even dangerous situations. This policy ensures responsible ICT use and the safety of students in consultation with staff, parents, governors and students.

Guided educational use

Curriculum Internet use is planned, task-orientated and educational within a regulated and managed environment in order to enrich and extend learning activities. Directed and successful Internet use will also reduce the opportunities for activities of little education value. Staff guide students in on-line activities that will support the learning outcomes planned for the students' age and maturity.

Risk assessment

All staff at Hillview ensure that they are fully aware of and can mitigate risks of Internet use. Students are made aware that they should avoid inappropriate material but report to their teacher any material which they might come across by accident. Students are taught the principles of Online Safety and receive training from external consultants on an annual basis.

Responsibility

Online Safety depends on staff, schools, governors, advisers, parents and - where appropriate - the students themselves taking responsibility. Staff have a particular responsibility to supervise use, plan access and set good examples.

Regulation

1. The use of a finite and expensive resource, which brings with it the possibility of misuse, requires regulation. The school uses filtering software to block unsuitable material from the network and is also able to restrict sites itself. In cases of misuse, the internet is blocked temporarily or permanently from individuals or groups of users. All users sign an ICT agreement that covers all aspects of regulation.

2. The IT technical team keeps an up-to-date record of access levels granted to all network users. Parents are informed that students will be provided with supervised Internet access and parents and students are required to sign an ICT agreement. Senior staff take responsibility for regularly checking that filtering and monitoring is appropriate, effective and reasonable, and that technical staff have not taken on themselves the responsibility for educational or disciplinary issues.

Appropriate strategies

The school takes all reasonable precautions to ensure that users access only appropriate material. Filtering strategies are selected by Hillview, in discussion with the filtering provider where appropriate. The filtering strategy is matched to the age and curriculum requirements of the student.

Online Safety education

1. Students are educated in the responsible and safe use of the Internet and other technologies through a range of strategies.
2. We work closely with an independent Online Safety consultant who visits the school on an annual and ad hoc basis to provide Online Safety training to students, parents and staff. He has many years of experience and maintains close links with CEOP to provide up-to-date resources and information to the Online Safety training schedule.
3. Posters on Online Safety are displayed in the ICT suites.
4. Online Safety is integrated into ICT and PDL Schemes of work.

Staff and student electronic communications

All users are expected to adhere to the generally accepted rules of network etiquette (netiquette). These include but are not limited to the following:

- Be polite.
- Use appropriate language.
- Do not use abusive language in your messages to others.
- Do not reveal the address, phone number or other personal details of yourself or other users.
- Do not use the network in such a way that would disrupt the use of the network by other users.
- Illegal activities are strictly forbidden.
- Note that e-mail is not guaranteed to be private.
- System administrators monitor and have access to all e-mail.
- Messages relating to or in support of illegal activities will be reported to the authorities.

Using new technologies in education

New technologies are examined for educational benefit and a risk assessment carried out before use in school is allowed. As a secondary school, Hillview (and its students) are at the forefront of the use of a huge range of new technologies and learning opportunities including:

Online Safety for students with additional needs

1. There are certain aspects of Online Safety that are particularly challenging for students with additional needs and children who we may consider to be vulnerable in this learning context. Students will clearly have individual needs that will present a range of issues when teaching Online Safety but some common difficulties may be:

- (a) They may be still developing their social understanding of safety and so may relate better to strategies used with younger children
- (b) They are likely to find it hard to apply the same rules in different situations
- (c) Most safety principles rely on children being able to explain what happened or to ask for help
- (d) Some children may have poor recall and difficulties with learning through experience

2. Hillview considers its Online Safety policy in relation to specific adaptations that may be required for this group of students. The school's Director of Inclusion co-ordinates advice between ICT specialists and support staff. This may take the form of child-focused strategies that would apply to a student with specific needs and would be made available to all staff involved in Internet use with that child. Alternatively, whole school approaches take into consideration strategies that support the needs i.e. specific choices of visual support to remind students of the rules.

Implementation and Compliance

1. No policy can protect students without effective implementation. It is essential that staff remain vigilant in planning and supervising appropriate, educational ICT experiences. The following measures and checks are implemented:

- (a) Online Safety audit
- (b) Displays of posters in rooms with computers.
- (c) Students are aware of the ThinkUKnow website and how to report an incident of concern regarding Internet use.
- (d) The Headteacher approves Hillview School's filtering configuration and Senior Leaders supervise the ICT Technical team in managing the filtering system.

Authorising Internet access

1. All staff must read and sign the school's ICT Staff Agreement before using any school ICT resource.
2. Hillview maintains a current record of all staff and students who are granted access to school ICT systems.

3. Students must apply for Internet access individually by agreeing to comply with the Student ICT Agreement. (Appendices 14, 16 & 17).
4. Parents are also required to sign and return the Student ICT Agreement.

Assessing risks

1. The school takes all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor KCC can accept liability for the material accessed, or any consequences of Internet access.
2. The school regularly audits ICT use to establish whether or not the Online Safety policy is adequate and that the implementation of the Online Safety policy is appropriate.

Handling Online Safety complaints

1. Complaints of Internet misuse are dealt with by a senior member of staff.
2. Any complaint about staff misuse is referred to the Headteacher.
3. Complaints of a child protection nature are dealt with in accordance with school child protection procedures by the Designated Child Protection Coordinator
4. Students and parents are informed of the complaints procedure.

Discussions are held with the Police Youth Crime Reduction Officer and/or other similar professionals to establish procedures for handling potentially illegal issue

Appendix 10

Response to an incident of concern

1. These risks to Online Safety are caused by people acting inappropriately or even illegally. Any potential issue is dealt with at a personal level. Teachers are the first line of defence; their observation of behaviour is essential in detecting danger to students and in developing trust so that issues are reported. Incidents will vary from the prank or unconsidered action to considered illegal activity. They will be dealt with according to the School Behaviour Policy.

2. When there is a report of an incident of concern to Hillview's School Designated Child Protection Officer, matters are then handed over to the Children's Safeguards Service or the Police if that becomes necessary.

What does electronic communication include?

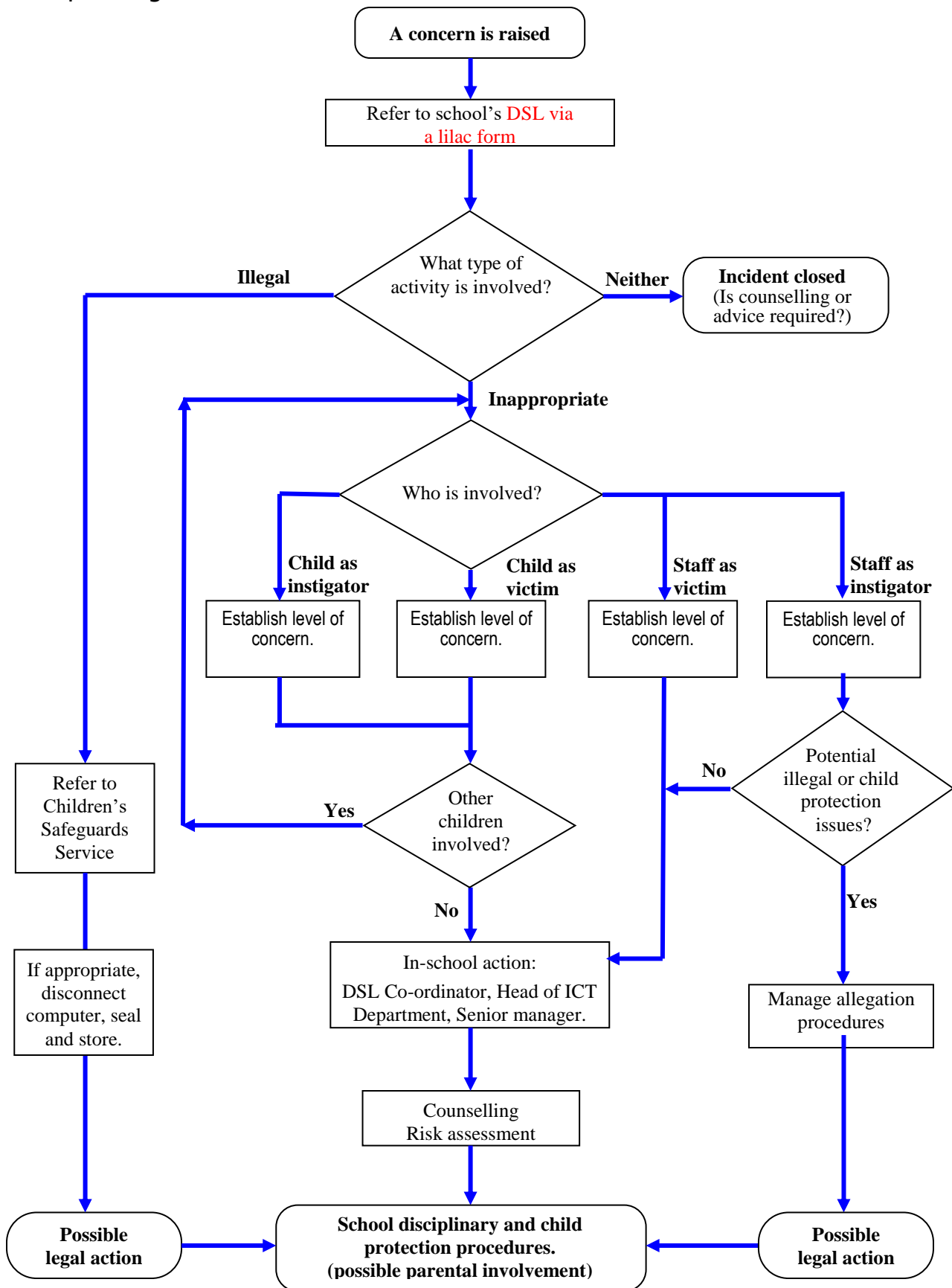
- Internet collaboration tools: social networking sites and web-logs (blogs)
- Internet research: websites, search engines and web browsers
- Mobile phones and personal digital assistants (PDAs)
- Internet communications: e-mail and instant messaging
- Webcams and videoconferencing
- Wireless games consoles
- I pads, tablets and laptop devices

What are the risks?

- Receiving inappropriate content
- Predation and grooming
- Requests for personal information
- Viewing 'incitement' sites
- Bullying and threats
- Identity theft
- Publishing inappropriate content
- Online gambling
- Misuse of computer systems
- Publishing personal information
- Hacking and security breaches
- Corruption or misuse of data

How do we respond?

The flowchart below illustrates our approach to investigating an incident of concern. This diagram should not be used in isolation and the Children's Safeguards Service provides supporting documents to assist schools when responding to incidents.



Appendix 11

School responsibilities

1. As Online Safety covers a wider scope than Internet use, a summary of a school's Online Safety responsibilities is included here. This clarifies who is responsible for developing a co-ordinated and effective approach to managing Online Safety issues.

- Hillview's Online Safety Co-Ordinator is the DSL, who receives support and advice from the CFE Online Safety Officer, the Children's Safeguard Service and where necessary, the Police. The DSL liaises closely with ICT teaching and technical staff for support on matters regarding Online Safety.
- The ICT Department maintains and implements the Online Safety Policy; the PDL Department manages Online Safety training and keeps abreast of local and national Online Safety awareness campaigns.
- Hillview reviews and revises its policy regularly to ensure that it is current and considers any emerging technologies.
- Hillview audits its filtering systems regularly to ensure that inappropriate websites are blocked.
- To ensure that students and staff are adhering to the policy, any incidents of possible misuse are always investigated, as indicated in the flowchart.
- The school includes Online Safety in the curriculum, and it is delivered via ICT and Personal Development Learning (PDL) lessons, as appropriate, to ensure that every student has been educated about safe and responsible internet use. Students are made aware of how to control and minimise online risks and how to report a problem.
- All staff are required to read and sign the Staff ICT Agreement as part of this policy. (Appendix 15).
- Parents and students are required to sign and return the Student ICT Agreement. This is reiterated in the Home - School Agreement, signed yearly, (Appendices 16 & 17).
- The ICT Policy is made available to all staff, governors, parents and visitors.

APPENDIX 12

Managing Internet Access

Information system security

- School ICT systems capacity and security are reviewed regularly.
- Virus protection software is installed and is updated regularly.
- Students may only use approved e-mail accounts on the school system
- Students must immediately tell a teacher if they receive offensive e-mail.
- Students must not reveal personal details of themselves or others in e-mail communication, or arrange to meet anyone without specific permission.
- E-mail sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper. The forwarding of chain letters is not permitted.

Published content and the school web site

- The contact details on the school website include the school address, e-mail and telephone number. Staff or students' personal information are not published.
- The Headteacher or nominee takes overall editorial responsibility and ensures that content is accurate and appropriate.

Publishing students' images and work

- Photographs which include students are selected carefully and do not enable individual students to be clearly identified.
- Students' full names are not used anywhere on the Website or in association with photographs.
- Written permission from parents or carers is obtained before photographs of students are published on the school Website or in any form of public media.

Social networking and personal publishing

- Hillview regularly reviews access to social networking sites.
- Newsgroups are blocked unless a specific use is approved.
- Students are advised never to give out personal details of any kind which may identify them or their location.

- Students are advised not to place inappropriate personal photos on any social network space; staff or student
- Students are advised on security and encouraged to set passwords, deny access to unknown individuals and to block unwanted communications.
- Students are encouraged to invite known friends only and deny access to others.

Managing filtering

- Hillview works in partnership with Kent County Council (KCC), the Department for Education (DFE) and the Internet Service Provider to ensure systems to protect students are reviewed and improved.
- If staff or students discover an unsuitable site, it must be reported to a member of the IT Department.
- The Headteacher ensures that regular checks are made to check that the filtering methods selected are appropriate, effective and reasonable.

Managing video-conferencing

- IP videoconferencing uses the educational broadband network to ensure quality of service and security rather than the Internet.
- Students should ask permission from the supervising teacher before making or answering a videoconference call.
- Videoconferencing is appropriately supervised for the students' age.

Managing emerging technologies

Emerging technologies are examined for educational benefit and a risk assessment is carried out before use in school is allowed. The use of mobile phone technology is reviewed regularly and only employed in a learning situation where it is deemed an appropriate and beneficial use of technology. The sending of abusive or inappropriate text messages is forbidden.

Protecting personal data

- Personal data is recorded, processed, transferred and made available according to the Data Protection Act (1998) and General Data Protection Regulations (GDPR 2018).

Appendix 13

Use of personal devices in school - Guidelines for Students

Rationale

As the nature of exam courses change and more materials are made available in digital form, students are increasingly required to use and to produce materials in digital form to aid learning. The school recognises the benefits to learning from offering students the opportunity to use personal ICT devices in school to support learners and their learning. It is the intention of this policy to facilitate and support the use of personal ICT devices in school in furtherance of individualised student learning. Students are expected to use personal ICT devices in accordance with this policy and must sign a declaration agreeing to be bound by the additional school rules and requirements set out in this policy before they will be permitted to use personal ICT devices in school.

Guidelines for Acceptable Use of Personal ICT Devices

1. The use of personal ICT devices falls under Hillview School for Girls' ICT Policy which all students must agree to, and comply with.
2. The primary purpose of the use of personal devices at school is educational. Using the device for personal reasons should only take place after permission has been given from a teacher or other member of staff.
3. Students are permitted to connect to the school's student wireless service while using a personal ICT device in school.
4. There are no secure facilities provided at school to store personal ICT devices. Students should therefore keep their personal ICT device with them at all times.
5. Use of personal ICT devices during the school day is at the discretion of teachers and staff. Students must use devices as directed by their teacher.
6. The use of a personal ICT device is not to be a distraction in any way to teachers or students. Personal devices must not disrupt classes. Playing games or other non-school work related activities are not permitted, except at break and lunch time.
7. Students shall only use a personal ICT device while under supervision in a Private Study room or a subject classroom unless otherwise directed by a teacher e.g. on school visits or activities.
8. Students shall make no attempts to circumvent the school's network security. This includes setting up proxies and downloading programs to bypass security.

9. It is forbidden to record photographic images (still or video) or sound recordings of staff or students at any time without their explicit permission. Any student caught filming another person (and/or uploading images or video onto the internet) will have their ICT device confiscated and it will be treated as a disciplinary matter.

10. Students shall not distribute pictures or video or any other material relating to students or staff without permission (distribution can be as small as emailing/texting to one other person or as large as posting image or video online).

11. Students must check their personal ICT device daily to ensure the device is free from unsuitable material and free from viruses etc. before bringing the device into school.

12. Students must check their personal ICT device daily for basic Health and Safety compliance to ensure it is free from defects. Particular attention should be paid to the power lead (lead not frayed; plug correctly fitted and containing the correct fuse rating), the keyboard (all keys present; no bare metal exposed), the screen (free from flicker and damage) and the device battery (able to hold a charge). Any personal ICT device that has obvious Health and Safety defects should not be brought into school.

Consequences for Misuse/Disruption

1. In addition to dealing with misuse/disruption within the remit of Hillview School for Girls Acceptable Use of the Internet Policy and the school's Behaviour Policy one or more of the following sanctions may apply:

- (a) Personal ICT device would be confiscated and kept in the school office until parent / guardian picks it up.
- (b) Privilege of using personal ICT devices at school would be removed from the school network.

2. Serious misuse of Internet capable devices is regarded as a serious offence in direct contravention of Hillview School for Girls' **ICT Policy** and the **Behaviour Policy** and will be dealt with in accordance with these policies.

School Liability Statement

Students bring their personal ICT devices to use at Hillview School for Girls **at their own risk**. Students are expected to act responsibly with regards to their own device, **keeping it up to date via regular anti-virus and operating system updates** and as secure as possible. It is their duty to be responsible for the upkeep and protection of their devices.

Hillview School for Girls is in no way responsible for:

1. Personal devices that are broken while at school or during school-sponsored activities.
2. Personal devices that are lost or stolen at school or during school-sponsored activities.
3. Maintenance or upkeep of any device (keeping it charged, installing updates or upgrades, fixing any software or hardware issues).
4. Parents should ensure they have adequate insurance cover in place to cover the cost of repair/replacement of a personal ICT device in the event of loss/damage to the device.

What are my responsibilities as a student?

1. You are fully responsible for the safety, security and proper use of your own personal ICT device at all times.
2. There are no secure facilities provided at school to store your personal ICT device. You should, therefore, keep your personal ICT device with you at all times.
3. You must use the device for learning only
4. You must charge the device prior to bringing it into school.
5. You must ensure antivirus and operating systems are updated regularly on the device.
6. You must care for the device and ensure it is kept safe and secure.
7. You must check the device for viruses and unsuitable material daily prior to bringing the device into school.
8. You must abide by the **ICT Policy**, and the **Behaviour Policy**

Appendix 14 STAFF ICT AGREEMENT

1. As a member of staff at Hillview School for Girls, I am provided with access to ICT equipment, internet and e-mail facilities, in addition to a significant amount of often confidential data relating to the children in my care. I accept that I have a professional responsibility to use this access in an acceptable and appropriate manner.

2. The school's ICT policy details how I am expected to conduct myself in respect of the use of ICT systems and equipment, including the use of data, as a member of staff at the school.

3. I have read and understood the content of the ICT policy and note in particular the sections relating to:

- Online Safety
- Internet and E-mail Access
- Data management and data protection
- Management Information Systems Code of Conduct
- Bring Your Own Device

4. I understand that the ICT policy is available electronically on the school's intranet and that I am able to read or make reference to it there should I need to. Should the policy be updated, I will be informed of any changes by e-mail and will make myself aware of those changes accordingly.

5. I agree to follow the rules and guidelines contained within the ICT policy and understand that failure to do so could result in my access to the school's ICT equipment and facilities being restricted or denied. In the event of the misuse of the facilities or data, I am aware that I will be subject to the school's disciplinary procedures and the police may be informed.

6. I understand that **I am solely responsible** for the **correct care, safety and security** of my personal ICT device when in school.

7. I agree to abide by this policy and accept the penalties for breaking this agreement.

Name: _____

Signature: _____

Date: _____

APPENDIX 15

STUDENT ICT AGREEMENT YEAR 7

Hillview School for Girls will:

- Provide access to a wide range of ICT and other technological equipment for use by students
- Provide and make available an Internet connection to its students
- Make every effort to prevent unsuitable material from being accessible
- Monitor the use of the equipment, network, Internet and E-mail by students
- Inform parents / guardians in the event of misuse of the ICT services by their son/daughter

As a student at Hillview, I will:

- Only access the School Network & Internet using my authorised username and password, which will remain private; nor will I use another person's username, even if that person has given their permission
- Ensure that my use of the system has a clear and justifiable educational purpose, which is related to my learning
- Not engage in any activity that will, or might, compromise either the system or the work of others
- If instructed to do so by a member of staff, avoid looking at certain sites, whether I personally think them suitable or not
- Not access, send or download any unacceptable or offensive material. This includes material of a violent, racist or pornographic nature
- Report to my teacher any website or other on-screen material that makes me uncomfortable or that I know to be unsuitable
- Avoid printing material directly from the Internet and establish what is relevant to my research and copy such information into an exercise book or a Word document
- Not open E-mail attachments or download files from the Internet without permission from a member of the ICT staff
- Not attempt to install any programs or change system settings
- Not post messages on any internal or public forum, including social networking sites (e.g. Facebook), that may reflect badly on myself, other Hillview students, Hillview staff or the school in general

- Not use chat rooms
- Not play games during lesson times, without permission from a member of the ICT staff
- Not set up any accounts over the Internet, nor order or access goods, pay-to-view or chargeable services
- Not give my email address, name, home address, phone number or any other personal details to anyone I "meet" over the Internet
- Not participate in any activity which would constitute bullying of individuals by misuse of ICT – accessing others’ user areas or internet accounts, disrupting files, leaving abusive messages, inappropriate use of e-mail or internet forums, or any other similar offence.

I would like to use my own personal ICT device in school.

I have read and understood the ICT Policy and I agree to be bound by the guidelines, rules and regulations contained in the **ICT policy** and the **Behaviour Policy**.

I understand that the use of a personal ICT device in school is a **privilege not a right** and agree to **use the device for learning only**.

I agree to connect to only the school’s wireless network service while using my personal ICT device in school.

I understand that **I am solely responsible** for the **correct care, safety and security** of my personal ICT device when in school.

Print Name:

Mentor Group:

Signed: _____ **Date:** _____

Disclaimer - please read carefully

Hillview School for Girls accepts no liability in respect of any loss/damage to personal ICT devices while at school or during school-sponsored activities. The decision to bring a personal ICT device into school rests with the student and their parent(s)/guardian(s), as does the liability for any loss/damage that may result from the use of a personal ICT device in school. It is a condition of agreeing to allow students to bring personal ICT devices into school, that the parent/guardian countersigning the permission slip accepts this disclaimer.

I have read the **ICT Policy** and give my daughter approval to use a personal ICT device in school. I understand my daughter is personally and solely responsible for the **correct care, safety and security** of the device. I understand that the school accepts no liability in respect of any personal ICT device used in school by a student. I understand and accept the disclaimer.

Signed:_ **(Parent/Guardian)**

Date:

APPENDIX 16

STUDENT ICT AGREEMENT YEAR 12

Hillview School for Girls will:

- Provide access to a wide range of ICT and other technological equipment for use by students
- Provide and make available an Internet connection to its students
- Make every effort to prevent unsuitable material from being accessible
- Monitor the use of the equipment, network, Internet and E-mail by students
- Inform parents / guardians in the event of misuse of the ICT services by their son/daughter

As a student at Hillview, I will:

- Only access the school network & internet using my authorised username and password, which will remain private; nor will I use another person's username, even if that person has given their permission
- Ensure that my use of the system has a clear and justifiable educational purpose, which is related to my learning
- Not engage in any activity that will, or might, compromise either the system or the work of others
- If instructed to do so by a member of staff, avoid looking at certain sites, whether I personally think them suitable or not
- Not access, send or download any unacceptable or offensive material. This includes material of a violent, racist or pornographic nature
- Report to my teacher any website or other on-screen material that makes me uncomfortable or that I know to be unsuitable
- Avoid printing material directly from the Internet and establish what is relevant to my research and copy such information into an exercise book or a Word document
- Not open E-mail attachments or download files from the Internet without permission from a member of the ICT staff
- Not attempt to install any programs or change system settings
- Not post messages on any internal or public forum, including social networking sites (e.g. Facebook), that may reflect badly on myself, other Hillview students, Hillview staff or the school in general

- Not use chat rooms
- Not play games during lesson times, without permission from a member of the ICT staff
- Not set up any accounts over the Internet, nor order or access goods, pay-to-view or chargeable services
- Not give my email address, name, home address, phone number or any other personal details to anyone I "meet" over the Internet
- Not participate in any activity which would constitute bullying of individuals by misuse of ICT – accessing others’ user areas or internet accounts, disrupting files, leaving abusive messages, inappropriate use of e-mail or internet forums, or any other similar offence.

I would like to use my own personal ICT device in school.

I have read and understood the ICT Policy and I agree to be bound by the guidelines, rules and regulations contained in the **ICT policy** and the **Behaviour Policy**.

I understand that the use of a personal ICT device in school **is a privilege not a right** and agree to **use the device for learning only**.

I agree to connect to only the school’s wireless network service while using my personal ICT device in school.

I understand that **I am solely responsible** for the **correct care, safety and security** of my personal ICT device when in school.

Print Name:

Mentor Group:

Signed: **Date:**

Disclaimer - please read carefully

Hillview School for Girls accepts no liability in respect of any loss/damage to personal ICT devices while at school or during school-sponsored activities. The decision to bring a personal ICT device into school rests with the student, as does the liability for any loss/damage that may result from the use of a personal ICT device in school. It is a condition of agreeing to allow students to bring personal ICT devices into school, that the student signing the permission slip accepts this disclaimer.

APPENDIX 17 STAFF LAPTOP/TABLET AGREEMENT

All staff members of Hillview School for Girls who have been given a laptop/tablet must read the below terms and conditions, agree to the terms and sign and date.

1. The laptop/tablet remains the property of Hillview School and is only for the use of the member of staff to whom it is issued.
2. Insurance cover provides protection from the standard risks but excludes accidental damage and theft from an un-attended car. If the laptop/tablet is stolen from an un-attended car, you will be responsible for its replacement.
3. Only software licensed by the school, authorised by the ICT Department and installed by the school's ICT staff may be used.
4. Anti-Virus software is installed and must be updated regularly. ICT staff will advise on the routines and schedule for this operation.
5. Should any faults occur the school's ICT staff must be advised as soon as possible so that they may undertake any necessary repairs. Under no circumstances should staff attempt to fix suspected hardware faults. These are carried out only by the school's technical staff.
6. Training in the use of the laptop/tablet, including related Health and Safety training and how to access the network, Intranet, Internet, and email will be provided if necessary by ICT staff.
7. Any telephone charges incurred by staff accessing the internet from home are not chargeable to the school. Staff should be aware that the laptop/tablet will keep a record of all internet and e-mail traffic. You are therefore advised not to use your school laptop for any personal reason where confidential or inappropriate material is being used or accessed.
8. School polices regarding appropriate use, data protection, computer misuse and health and safety must be adhered to by all users of the laptop/tablet.
9. The school reserves the right to re-issue the laptop/tablet to another member of staff, should you fail to comply with the above guidelines.

Laptop make: _____ Model: _____
Serial number: _____ Member of staff _____
Received by: (signature) _____ Date: _____

Appendix 19

National Support Organisations

Support for staff

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

Support for Students

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

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

Support for Learning Disabilities

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

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentsinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

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

**Hillview Governors'
Safeguarding Policy, including Children in Care
and Online Safety**

Main compiler: Deborah Ellis, Senior Assistant Headteacher / DSL /
EVC

Date of approval by governors: Most recent update: June 2018

Consulted:

Ms Alison Baker – SENCO / Director of Inclusion
Mrs Rebecca Edwins – Assistant Headteacher / Deputy DSL
Mrs Rachel Panikker – Curriculum Leader PDL/PSHEE
Mrs Linda Nicholls – Personnel Manager / Safer Recruitment
Ms Sara Waters – Student Support Team Manager / DSL trained
SLT
KCC – The Centre for Child Protection, KELSI.
Claire Ray – Area Safeguarding Adviser (Education)

KCC:

Kent Eduweb
Kent Pledge Leaflet
Kent & Medway Safeguarding Children Procedures (online)
Safeguarding Children and Child Protection – Induction Leaflet Guidelines
for School Staff
Safeguarding Record Keeping in Schools
Dealing with Disclosures in School (Section 52 of the Children Act 2004 (to
promote the educational achievement of Looked After Children (CIC))

The role and responsibilities of the designated teacher for Looked After
Children

Teachers Standards

Safeguarding Disabled Children – Practice Guidance (DoH 2009)

Unseen Children: access and achievement 20 years on (Ofsted 2013)

Working Together to Safeguard Children 2015 (WTSC)

Framework for the Assessment of Children in Need and their Families
(2000)

“Guidance for Safer Working Practice for Adults Who Work with Children
and Young People in Education Settings” - Safer Recruitment Consortium,
October 2015

KSCB document: “Safe Practice with Technology – Guidance for Adults Who
Work with Children and Young People”

‘Unseen Children: access and achievement 20 years on’ – Ofsted 2013

DfE:

Outcomes for children looked after as at 31 March 2013

Ofsted (July 2013) 'Unseen Children - 20 years on - evidence report'

Keeping Children Safe in Education (September 2018 KCSIE)

Relevant DfE guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).

Promoting the Educational Achievement of Looked After Children -

(Statutory guidance for Local Authorities) (2010)

The Education (Admission of Looked After Children) (England) Regulations 2006

What to do if you are worried a child is being abused (Mar 2015)

Anticipated review date: June 2019