SAFEGUARDING AND CHILD PROTECTION POLICY 2023-24
APPENDICES

Approved: October 2023   Review date: October 2024

APPENDIX 1 - TYPES OF ABUSE AND NEGLECT

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

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. Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

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

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

https://springfield.uk.net/index.php/school-life/latest-news/768-nspcc-report-abuse-in-education-helpline

Child sexual exploitation (CSE): is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual
exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of 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 (CCE): is child abuse where children and young people are manipulated and coerced into committing crimes. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Some of the following can be indicators of both child criminal exploitations where children:

- Appear with unexplained gifts, money or new possessions;
- Associate with other children involved in exploitation;
- Suffer from changes in emotional well-being;
- Misuse drugs and alcohol;
- Go missing for periods of time or regularly come home late; and
- Regularly miss school or education or do not take part in education.

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

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Child on child abuse: children can abuse other children (often referred to as child on child 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, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery); and

- Initiation/hazing type violence and rituals.

Sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

All staff have a responsibility to challenge any inappropriate behavior between children.

Staff should recognise that whilst there may be no reports in school that this does not mean that it is not happening, it may be the case that it is just not being reported. Staff should also be aware of the potential for historical allegations or allegations of incidents outside of school and/or online. If staff have any concerns relating to peer on peer abuse they must speak to the school DOSC at the earliest opportunity.

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

https://springfield.uk.net/index.php/school-life/latest-news/768-nspcc-report-abuse-in-education-helpline

Female Genital Mutilation: whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the DSL so the police can be contacted.

Online abuse: is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including: social media, text messages and messaging apps, emails, online chats, online gaming, live-streaming sites.

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

Staff, students and parents should be made aware of guidance to support safe remote learning available via links on the school website.

Online Safety: all school staff play a role in helping to keep children safe online and staff should refer to the guidance outlined in the school's e-safety policy (linked below):
https://springfield.uk.net/images/files/policies/E-Safety_Policy_2022-2023.pdf

Staff should also refer to the latest Government guidance relating to teaching online safety in schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/81 1796/Teaching_online_safety_in_school.pdf

Mental Health: all staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

It is the responsibility of all staff to encourage and promote positive wellbeing and mental health for our students. Students are also encouraged to take responsibility for their own mental health and wellbeing. This is done as part of our Personal Development Learning curriculum, extra-curricular activities and is also facilitated more directly via Year Office teams and Form Tutors. Broader communications including assemblies and newsletters to parents and students are also used to promote positive wellbeing messages and strategies.

When concerns do arise regarding individual students, staff take these seriously and make referrals as required via a Designated Safeguarding Lead.

Students have access to trained pastoral staff including Mental Health First Aiders within school who can provide appropriate support and signpost them to other resources and support services should it be deemed appropriate.

For students who require further support, timely referrals are made to outside agencies such as the Mental Health Support Team and CAMHS (Child and Adolescent Mental Health Services).

Additional support resources for staff, parents and students include:

MindEd: Staff guidance and information - https://www.minded.org.uk/

Young Minds: Student support - https://youngminds.org.uk/

U Matter/Relate: Portsmouth based counselling for 11-18 year olds - https://www.relate.org.uk/hampshire-and-isle-wight/portsmouth-relate

Kooth: An online 'mental wellbeing community' and app for students - https://youngminds.org.uk/ or https://www.kooth.com/

APPENDIX 2 – WHAT STAFF AND VOLUNTEERS SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD /MEMBER OF STAFF/SAFEGUARDING PRACTICES (WHISTLEBLOWING)

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If staff members or volunteers have concerns about a child they should raise these at the earliest opportunity with the Designated Safeguarding Lead (DSL) immediately. (Do not rely on email or memo – contact the DSL in person or by telephone.) log on safeguard

Neutral notifications

Staff should also record 'niggles' or 'low level/neutral' concerns via Safeguard so that staff can review any concerning patterns

The school's DSL is Jonathan Wilburn, Deputy Headteacher.

Other trained staff: Lauren Kelly (Head of School) and Jo Holbrook (Senior Pastoral Manager)

In the event that the DSL is unavailable, then the concerns should be referred to the appropriate Head of Achievement or the Headteacher. (The DSL will usually decide whether to make a referral to children's social care, but it should be noted that referrals can be made by other senior members of staff.)

Allegations or concerns regarding a member of staff (including supply staff, volunteers, and contractors) should be referred immediately to the Headteacher (or the DSL in the Headteacher's absence). In the event that an allegation is received regarding the Headteacher, this should be referred to the chair of Governors (Alan Cufley) and local area designated officer (LADO).

Staff concerns that may meet the harm threshold

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

Concerns regarding staff

If staff have 'low level' concerns regarding a member of staff they should share these immediately, in writing, with the DSL.

Examples 'low level' staff concerns could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone, contrary to school policy;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils

Staff should also report 'neutral notifications' to the DSL in writing if/when they see, hear or identify other staff behaviour which may raise a question or concern. This would be behaviours which would otherwise not meet the initial threshold for the 'low level' concerns identified above. The DSL will keep a confidential written record of these concerns.

Safeguarding Practices

If staff have concerns about any safeguarding practices within the school or related to the school, they should inform the DSL and/or Headteacher at the earliest opportunity providing full details of their concern.

Early help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

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

Early help should be discussed, in conjunction with a safeguarding concern, with the DSL if, and when, staff have concerns relating to the areas listed above

Where a staff member feels unable to raise the issue with the school or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

Local Authority (inter-agency) action/referral/thresholds

In making decisions regarding escalation/referral of safeguarding concerns/incidents trained school staff will make reference to the PSCP thresholds document (linked below) to ensure that families/children receive the right support at the right time. Where concerns are referred this will be done, in the first instance, via an Inter-Agency Contact Form (IACF – linked below)

https://www.portsmouthscp.org.uk/wp-content/uploads/2022/10/PSCP-Threshold-Document-v7-October-2022.pdf

https://my.portsmouth.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-0584c40b-48ac-47b3-9c4c-97e2824012ec/AF-Stage-af28e8bc-100e-4cdf-a3ca-e8b04bd6ab66/definition.json&redirectlink=%2F&cancelRedirectLink=%2F

If staff have concerns regarding student behavior which may relate to 'extremism' (including the potential indicators below) this should be shared with the DSL and logged via Safeguard.

- Use of inappropriate language

- Possession of violent extremist literature

- Behavioural changes

- The expression of extremist views

- Advocating violent actions and means

- Association with known extremists

- Seeking to recruit others to an extremist ideology

Further details on radicalisation and prevent can be found via the PSCP website here:

https://www.portsmouthscp.org.uk/7-information-for-professionals-and-volunteers/7-10-radicalisation-and-prevent/

APPENDIX 3 – GUIDANCE FOR STAFF/VOLUNTEERS ON HANDLING DISCLOSURES

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Where there is a concern staff and school leaders should ensure that the child's wishes and feelings are taken into account.

Staff/volunteers should be aware that students are very likely to disclose to adults at school. Experience suggests that younger staff, or those new to the institution, are more likely to be disclosed to. Also, note that many children will take a long time to 'pluck up the courage' to disclose and if the chance to disclose is missed it may not re-occur for a considerable time. Therefore, it is vital to handle these situations professionally with reference the guidance below.

Make time for the student and listen carefully to what they have to say. Judgment will be needed to decide whether listening to the disclosure is more important than the other tasks you may be about to do; ask for advice or support/cover if necessary.

It is essential that false assurances about confidentiality are not given to the child; staff/volunteers are obliged to pass on concerns. A pertinent response might be, "I'll listen carefully to what you tell me, but then I will need to discuss it with the right person to make sure that we support you in the best way."

Reassure the student that they were right to tell you, that they have not done anything wrong and that you believe what they say and take it seriously.

Do not directly question a student, make suggestions or press for information. Allow the student to talk freely. Listen carefully and non-judgmentally.

Be aware that it is possible that a student may make a disclosure regarding a member of the school staff, a governor or volunteer. Understandably, staff may feel particularly uncomfortable and compromised when hearing information about a known and trusted colleague. However, these disclosures must be treated in the same way as all others and referred to the DOSC or Headteacher immediately (see Appendix 2).

Make notes of key details and write these up as soon as possible after the disclosure, using the child's words where possible. Be aware that your notes form evidence and may be used in referrals, subsequent investigations and possibly legal proceedings. Take care to distinguish between fact, opinion and hearsay. Ensure that your notes include:

- The reason for the concern
- What was said or witnessed and details of any other persons' present
- Dates, times and frequency of incidents
- Date, time and outcome of any discussion with parent/carer or other professionals consulted

Pass the information on to the Designated Safeguarding Lead (DSL) immediately (this can be verbally at first with the written statement to follow promptly); do not attempt deal with the matter yourself. Information must only be shared on a strictly professional 'need to know' basis (see Appendix 5). Remember disclosures are not the only source of information about abuse. Observation, information from the community and identifying unusual or unexplained changes in young people are equally important. All staff, especially form tutors, key workers and pastoral staff should be alert to such sources of information.

Child on child abuse incidents/disclosures

The following guidance should be read in conjunction with the most up to date school Safeguarding and Child Protection policy and the DfE KCSIE guidance (Keeping Children Safe in Education). Staff should note that reports may be direct or that that may be reported 'on behalf' of the alleged victim.

Initial response when receiving a report/disclosure (non-DSL/trained staff):
- Reassure the child that they will be taken seriously and that they will be supported and kept safe
- Take simple notes whilst asking open questions – where, when, what etc. listening carefully and reflecting back what has been said as required (do not promise confidentiality)
- NB. If the report includes an online/digital element staff must not view or forward illegal images of a child (see nudes/semi-nudes disclosures guidance)
- Raise your concern immediately with the school DSL or trained staff (Jon Wilburn, Jo Holbrook, Lauren Kelly) via telephone or in person (NB. Emails/Safeguard reports are not suitable for concerns)
- Make arrangements for the child to be kept safe in an appropriate room with supervision (if applicable)
- Log the initial report via Safeguard (see separate guidance)

Second stage/DSL(s) response:
- Take steps as applicable from initial response section above
- DSL(s) reviews the nature of the report and makes an immediate judgement on the requirement to report the allegation to MASH and/or the Police or manage the case internally
- Contact should be made with the victim(s) parents/carers (and consent obtained for the case to be referred to MASH if applicable)
- IF a crime may have been committed a police report should be immediately made with reporting staff carefully noting the time of the report, PC name/collar number and any provisional response within the case files (using the attached pro-forma)
- IF applicable (essential in the case of serious child on child abuse allegations) a MASH referral should be made using an initial phone call (to seek advice) followed directly by using an online IACF (Inter-Agency Contact Form)

- NB. IF the report includes an online/digital element staff must not view or forward illegal images of a child
- IF the allegation is to be managed/investigated in school two trained DSL's speak with the victim to ascertain further detail (one asking questions and the other taking careful notes – as above)
- Speak with/interview alleged perpetrator(s) with two members of staff present taking notes or requesting written statements as required (if consent has been given by the Police and/or MASH)
- Recording the initial reports and actions using the school reporting pro-forma and logging within Safeguard (attaching scanned copies of case notes as applicable)

Risk assessment

- DSL(s) Conduct a risk assessment on a case-by-case basis, giving careful consideration to the victim(s), alleged perpetrator(s), other children (and adults, if appropriate)
- The risk assessment should be shared with relevant staff within school i.e. those who have actions stated or who need to know
- Ensure that actions are put in place to protect victim(s) from alleged perpetrator(s) or from possible future harm
- Professional risk assessments from Social Workers and/or specialists should be used to inform and update school risk assessments (especially in the case of sexual violence reports) where available
- Further communication to be made to victim(s) Parent(s)/Carer(s) to keep them well informed about the school/agency response
- Template/exemplar link: https://docs.google.com/document/d/1bizEHKyj92gLQle8dU-gMEwvka3mHZQDdoaQ3F7aj04/edit

Ongoing response

- DSL(s) to maintain close communication with MASH/CSC (Children's Social Services) and other agencies as the case is investigated and resolved
- The wishes of the victim should be considered in terms of how they want to proceed (NB. this may be most effectively done in communication with Parent(s)/Carer(s))
- Victim(s) should be given as much control as is reasonably possible over decisions regarding how the investigation will be progressed
- The DSL(s) should review if this is a one-off or sustained pattern of abuse in making decisions about the most appropriate response
- DSL(s) should consider ongoing risks and the wider context e.g. links to CSE/CCE

Recording outcomes/resolution

- DSL(s) or other designated staff (e.g. Year Office team) should ensure that the outcome/resolution of any investigation is logged within the chronological file notes on Safeguard (both victim and perpetrator(s)) this must also include circumstances where allegations have been found to be unfounded and/or malicious

Incidents relating to nude/semi-nude imagery

If an incident comes to your attention **report it to the Designated Safeguarding Lead (DSL) or equivalent immediately and take careful note to follow the guidance below:**

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

School staff follow the guidance and procedures as outlined in the guidance linked below:

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview

APPENDIX 4 – CODE OF CONDUCT FOR STAFF/VOLUNTEERS

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The DFE Teachers' Standards make clear the expectations of personal and professional conduct required of teachers working in schools. Springfield applies these expectations to all staff/volunteers working in the school.

It is essential that staff maintain a professional relationship with students at all times and take steps to protect themselves from false allegations; they should be aware that students' experiences and perceptions vary and that consequently they may misconstrue the actions of staff, however well intended.

All staff (including volunteers and governors) should refrain from:

- *Offering lifts to students;
- Lending items to students;
- Giving gifts/rewards to students outside of the school's normal rewards processes or displaying any favouritism towards particular students;
- Exchanging personal information with students e.g. phone numbers, email addresses, networking site e.g. Facebook details, photographs; only official school email addresses (monitored) can be used to correspond with students and their families;
- Working alone or out of usual school hours with students – there may be situations where staff need to work one to one with students, e.g. helping them with coursework after school; best practice is to ensure that a colleague nearby is informed of where you are working and to keep doors open or to work in a public place e.g. the library;
- Working with students behind closed doors, closed blinds, off site etc.;
- Discussing personal or sensitive topics with students e.g. personal relationships or experiences; staff must avoid comments to students that have sexual overtones or which could be construed as personally derogatory or intimidating;
- Making personal comments about students e.g. their appearance, their boy/girl friends, their families etc.;
- Discussing sensitive or confidential information about students and/or their families with other students or persons who do not require the information for appropriate professional purposes;
- Any action that might belittle, embarrass, demean, ridicule or deliberately undermine the self-esteem of a child;
- Making unnecessary physical contact with students – there will be situations where physical contact is necessary, e.g. when giving medical treatment, demonstrating practical tasks, physical restraint situations; best practice is to ask permission from the student before making contact whenever possible;
- Taking photographs/film of students using personal cameras or mobile 'phones – legitimate photographs/film of students and/or their work should be deleted as soon as possible from the school network and staff should be mindful that the taking and storage of photographs may be misconstrued by a student, parent or observer; judgment and care must be exhibited in selecting what and how photographs/film are taken and stored;

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- Taking part in any activity that could be misconstrued as socialising with students and could affect adversely either the reputation of the school or affect confidence in the staff member – an illustrative example might be going for a drink with students and their families following a school football match;
- Staff should also be mindful that personal information about them published on the internet may be readily available to students and their families and pay due notice to ensuring their personal privacy;
- It is a criminal offence for any person employed in a position of trust to have a sexual relationship with any student at the school, even if that person is over 16 years of age
- Physical punishment of any sort is prohibited by law;
- Staff are advised to report immediately any concerns regarding inappropriate behaviour by students towards them to a designated member of staff for safeguarding children (child protection).

*Note that some <u>designated staff</u> e.g. the Attendance Intervention Manager may have the need to meet with students off site, perform home visits and occasionally escort or transport students. These must be agreed in advance with a senior line manager and due regard given to agreed lone working and safeguarding practices.

The school reserves the right to take disciplinary action against any member of staff who does not maintain and promote these professional standards (see also the school's Staff Disciplinary Policy).

The school reserves the right to take disciplinary action against any student who deliberately makes a false allegation against an adult in the school.

APPENDIX 5 – CONFIDENTIALITY, INFORMATION SHARING AND RECORD KEEPING

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Note: further information regarding information sharing can be found in Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2018)

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

No student (or other person referring a concern) can be offered confidentiality. Information must be passed on to a designated member of staff and the student (or other person) should know this at the start of the conversation. Information should be treated confidentially and sensitively and discussed only with the designated officer who will decide if there are any other particular staff or other agencies who need to know. A child's disclosure must not be discussed with other staff.

The designated member of staff will store all child protection records separately from the student file. This information must be held securely to maintain confidentiality. Parents have no right to this information which is exempt from open file regulations. This information may be part of future child protection investigations and so may be passed to Social Services or the Police. The sharing of child protection information with other professionals will be the decision of the designated safeguarding officer or Headteacher.

Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision. Passing information to other agencies would normally happen with the consent of parents. However, where a child has suffered, or is likely to suffer, significant harm as a result of seeking this consent, then consent is not required. The child's safety and welfare is the overriding consideration when making decisions regarding information sharing.

The 'seven golden rules' to sharing information:

1. Remember that the GDPR 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Principles of information sharing between practitioners:

Necessary and proportionate - When taking decisions about what information to share, you should consider how much information you need to release. GDPR 2018 requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

Relevant - Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

Adequate - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

Accurate - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

Timely - Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

Secure - Wherever possible, information should be shared in an appropriate, secure way.

Record - Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester.