



Safeguarding and Child Protection Policy



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| Approved by: | Freddie Adu | Date: September 2022 |
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| NAME | ROLE/ORGANISATION | EMAIL | PHONE |
|------------------|---|--|---------------|
| Aymeline Bel | Designated safeguarding lead (DSL) | Aymeline.Bel@thequeensmilltrust.com | 0208 740 8112 |
| Freddie Adu | Deputy DSL | Freddie.Adu@thequeensmilltrust.com | |
| Lucy Capon | Deputy DSL | Lucy.Capon@thequeensmilltrust.com | |
| Robert Armstrong | Deputy DSL | Robert.Armstrong@thequeensmilltrust.com | |
| Neeta Singh | Deputy DSL | Neeta.Singh@thequeensmilltrust.com | |
| Sinead Clarke | Deputy DSL (Queensmill Resource Base at Fulham Cross Academy) | Alan Jones (Head of Fulham Cross Academy): alan.jones@fulhamcross.net | 020 7381 3606 |
| Tessa Harris | Deputy DSL (Queensmill Resource Base at Fulham Cross Academy) | John Lynch (Head of Fulham Primary School): jlynch38@staglanepimary.co.uk | 020 7385 0535 |

For the resource bases, in rare cases, should no DSL or Deputy DSL be reachable the DSL or Deputy DSL of the host school can be contacted (only as a last resort). Please refer to safeguarding posters.

| NAME | ROLE/ORGANISATION | EMAIL | PHONE |
|------------------|---|---|---------------|
| Lara Thompson | Local authority designated officer (LADO) | LADO Referrals: LADO@lbhf.gov.uk (Mon - Fri / 9 - 5) | 020 8753 5125 |
| Lucy Capon | Designated Lead for Children Looked After | lucy.Capon@thequeensmilltrust.com | |
| Anushya Devendra | Co-Safeguarding Governor | Contact the school | |
| David Reston | Co-Safeguarding | Contact the school | |

| | | | |
|--------------|----------------------------------|--------------------|------------------|
| | Governor | | |
| Lisha Rooney | Chair of Governors | Contact the school | |
| | Channel helpline | | 020 7340 7264 |

2. Aims

The school aims to ensure that:

- > Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- > All staff are aware of their statutory responsibilities with respect to safeguarding.
- > Staff are properly trained in recognising and reporting safeguarding issues.

This policy reflects the unique context of the school by considering the unique needs and specific requirements of its cohort of complex autistic children and young people.

3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#) and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- > Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

- > [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
- > Section 5B(11) of the [Female Genital Mutilation Act 2003](#), as inserted by section 74 of the [Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- > [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- > [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- > Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- > [Statutory guidance on the Prevent duty](#), which explains schools' duties under the [Counter- Terrorism and Security Act 2015](#) with respect to protecting people from the risk of radicalisation and extremism.
- > [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended\)](#), which set out who is disqualified from working with children.
- > This policy also meets requirements relating to safeguarding and welfare in the statutory [framework for the Early Years Foundation Stage](#).

This policy also complies with our funding agreement and articles of association.

4. Definitions

Safeguarding and promoting the welfare of children means:

- > Protecting children from maltreatment.
- > Preventing impairment of children's mental and physical health or development.
- > Ensuring that children grow up in circumstances consistent with the provision

of safe and effective care.

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

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

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

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

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

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

- > The local authority (LA).
- > An Integrated Care Board (ICB) (previously known as clinical commissioning groups) for an area within the LA.
- > The chief officer of police for a police area in the LA area.

5. Equality statement

Some children have an increased risk of abuse, both online and offline and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse

circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. As an autism-specific setting, we consider our children and young people to be at particular risk given the characteristics of the condition.

We give special consideration to children who:

- > All children and young people on roll at Queensmill School.
- > Have health conditions
- > Are young carers.
- > May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- > Have English as an additional language.
- > Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- > Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- > Are asylum seekers.
- > Are at risk due to either their own or a family member's mental health needs
- > Are looked after or previously looked after (see section 12)
- > Are missing or absent from education for prolonged periods and/or repeat occasions
- > Whose parent/carer has expressed an intention to remove them from school to be home educated.

6. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a

whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. Although the majority of our CYP may not fully access those concepts, those are still part of our whole-school approach and will be adapted to the needs of each of our young people. Those principles will be underpinned by our:

- > Behaviour policy
- > Pastoral support system
- > Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as (in addition to autism specific topic such as public/ private body parts/ places; different categories of people and what is safe/ unsafe to do within each categories):
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All staff

- > All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually in September during the whole school Safeguarding update.
- > All staff will sign a declaration at the beginning of each academic year, as part of the annual Safeguarding update to say that they have reviewed the

guidance. They will also complete a quiz to ensure they have memorised key messages. Another safeguarding INSET is organised in January to reiterate key safeguarding messages but with a greater emphasis of Safeguarding within Queensmill (e.g. reflective practice within departments using case studies). For new staff joining at other times of the year, they will complete this training as well as Introduction to Safeguarding in their formal Induction. This training will make them aware of KCSIE, or core Safeguarding practice and they must sign their agreement and understanding of this. The Executive Head Teacher or the Head of School will provide weekly safeguarding updates during briefings. Those will remind staff of key aspects of KCSIE but will also discuss safeguarding within the school's context.

All staff will be aware of:

- > Our systems which support safeguarding, including this Child Protection and Safeguarding Policy, the Staff Behaviour Policy, [Code of Conduct, Acceptable use of internet policy and Staff Working in a stressful Environment Policy](#).
Staff know and understand the role and identity of the designated safeguarding lead (DSL) and deputies and the behaviour policy, and the safeguarding response to children who go missing from education.
- > The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- > The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- > What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- > The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation

(CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

- > The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

- > In rare situations, staff should challenge any authority figure such as the police should they feel their instructions or action put any child or young person at risk or should it go against children's rights as per the UN charter. UN Convention on the Rights of the Child - UNICEF UK. Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is Aymeline Bel who is the Head of School. Aymeline takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online. Queensmill School is an Academy within the Queensmill Trust.

Freddie Adu, Executive Head at the trust has responsibility for Safeguarding and Child Protection for all children and young people within the trust.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Where the school is closed, concerns can be raised to Aymeline as DSL by email: Aymeline.Bel@thequeensmilltrust.com.

When the DSL is absent, the nominated Deputy DSL's – will act as cover. If the DSL and Deputy DSL's are not available, Freddie Adu, Executive Head, with responsibility for Safeguarding at The Queensmill Trust will act as cover (for example, during out-of-hours/out- of-term activities).

In the resource bases (at Fulham Primary School and Fulham Cross Academy), should the DSL or Deputy DSL would not be on site they can be called and should this fail, DSLs/ Deputy DSLs from the host school can be contacted (see contact

details above and safeguarding posters).

The DSL will be given the time, funding, training, resources and support to:

- > Provide advice and support to other staff on child welfare and child protection matters.
- > Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- > Contribute to the assessment of children.
- > Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, [Channel](#) programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- > Have a good understanding of harmful sexual behaviour
- > Have a good understanding of the filtering and monitoring systems and processes in place at our school

The DSL will also:

- > keep the Executive Headteacher informed of any issues
- > Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- > Have a good understanding of harmful sexual behaviour
- > Have a good understanding of the filtering and monitoring systems and processes in place at our school

The full responsibilities of the DSL and Deputy DSL's are set out in their job description.

5.3 The Governing Body

The governing body will:

- > Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- > Evaluate and approve this policy at each review, ensuring it complies with the

law, and hold the Head of School to account for its implementation.

- > Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- > Appoint a senior board level lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL. The Link Governor for Queensmill School are Anushya Devendra and David Reston
- > The link Safeguarding governor will conduct termly Safeguarding school's visits which will include checks of SCR, training records, update on Safeguarding concerns and low-level concerns.
- > Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.
- > Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- > Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this

procedure

- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- > Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head of School where appropriate (see appendix 3).

All governors will read Keeping Children Safe in Education in its entirety.

Section 15 of this policy has information on how governors are supported to fulfil their role.

5.4 The Head of School

The Head of School is responsible for the implementation of this policy, including:

- 27, 31
- > Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction.
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
 - > Communicating this policy to parents/carers when their child joins the school and via the school website.
- Stephen Williams

- > Ensuring that the DSL and Deputies have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- > Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly. Training will take place in January each year for all staff. New staff will receive the required statutory Safeguarding training and knowledge in their induction, whenever they join the school, as well as the annual refresher for all staff in January.
- > Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3).
- > Making decisions regarding all low-level concerns.
- > Ensuring the relevant staffing.
- > Making sure each child in the Early Years Foundation Stage is assigned a key person.
- > Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

5.5 Virtual school Heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker. They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

7. Confidentiality

Governors and staff at Queensmill School and understand the need for confidentiality and adhere to statutory GDPR guidelines. The school's approach with respect GDPR and confidentiality can be found in our policy: [Data protection policy 24 5 19.pdf \(queensmillschool.com\)](#)

Nevertheless, we are committed to the Safeguarding and protection of vulnerable children and young people and will share necessary information where it concerns Safeguarding and Child protection in a sensitive and timely manner summarised below:

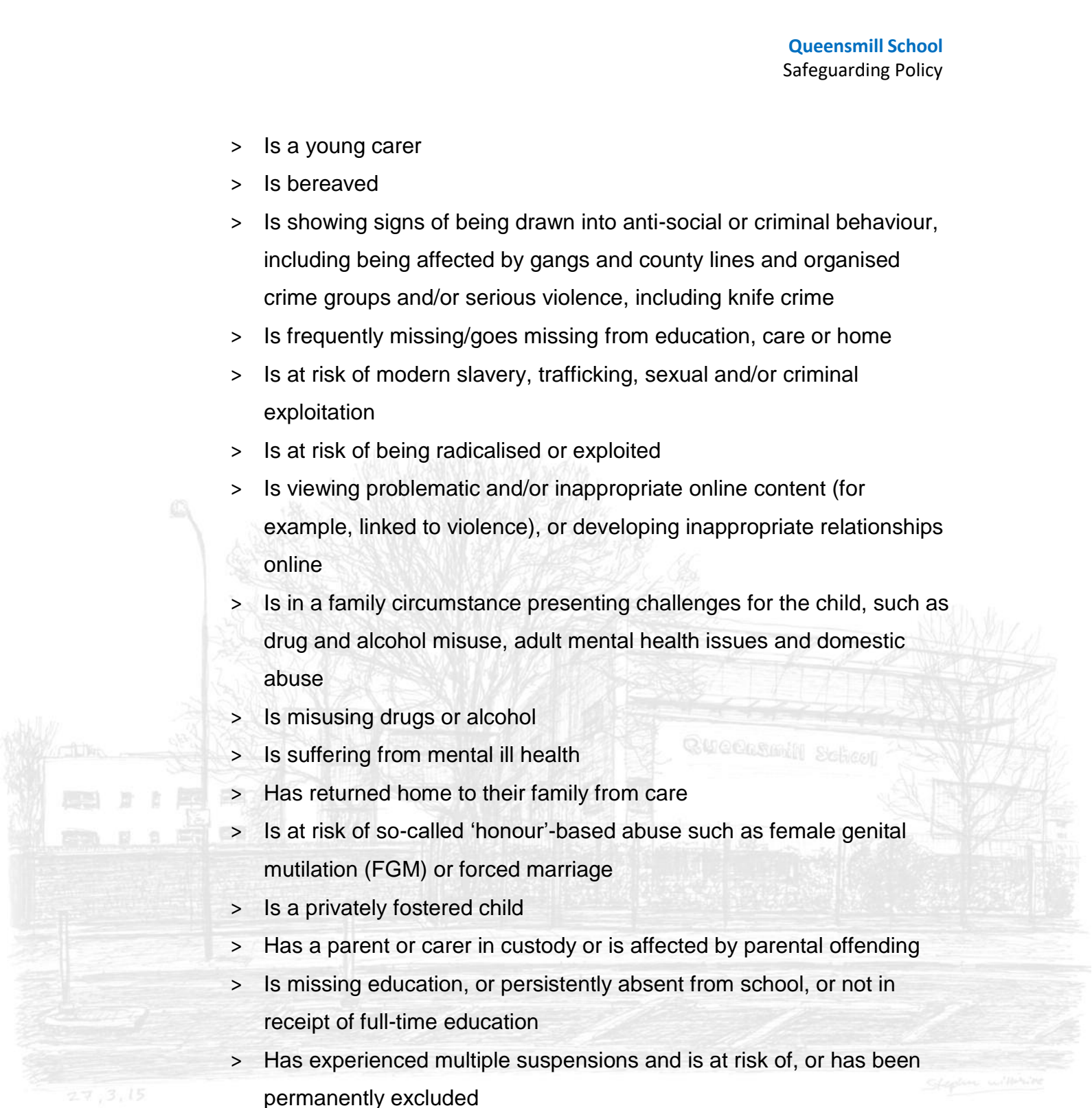
- > Timely information sharing is essential to effective safeguarding.
- > Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- > The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- > If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- > Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- > The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy). Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3.

8. Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- > Is disabled
- > Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)

- 
- > Is a young carer
 - > Is bereaved
 - > Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
 - > Is frequently missing/goes missing from education, care or home
 - > Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
 - > Is at risk of being radicalised or exploited
 - > Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
 - > 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 drugs or alcohol
 - > Is suffering from mental ill health
 - > Has returned home to their family from care
 - > Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
 - > Is a privately fostered child
 - > Has a parent or carer in custody or is affected by parental offending
 - > Is missing education, or persistently absent from school, or not in receipt of full-time education
 - > Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

8.1 If a child is suffering or likely to suffer harm, or in immediate danger:

- > Make a referral to children’s social care and/or the police immediately if you

believe a child is suffering or likely to suffer from harm, or is in immediate danger. Anyone can make a referral.

- > Tell the DSL Aymeline Bel, Head of School, or any one of the Deputies listed as soon as possible if you make a referral directly. Contact Details for the DSL and Deputies can be found in the table on [page 3](#) of this policy.

All staff at Queensmill School can make a referral to the DSL using the following means:

1. By email: aymeline.bel@thequeensmilltrust.com or telephone **0208 740 8112**
2. In person to the DSL or any one of the listed Deputy DSL's, on site at Queensmill School or any of its satellite resource bases.
3. Using CPOMS Online web platform – all staff are provided with a username and login to make referrals or communicate concerns.
4. Contact the person responsible for Safeguarding for The Queensmill Trust: freddie.adu@thequeensmilltrust.com (in person, by email or telephone **0208 740 8112; 0203 745 7044**)
5. Contact the Local Area Designated Officer (LADO) Lara Thompson: LADO@lbhf.gov.uk **020 8753 5125**
6. Alternatively, if you are not able to make contact using any of the above methods you can also use the Department for Education contact details: <https://www.gov.uk/report-childabuse-to-local-council>

8.2 If a child makes a disclosure to you, you should:

- > Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- > Stay calm and do not show that you are shocked or upset
- > Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- > Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- > Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside

from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

8.3 If you discover that FGM has taken place or a pupil is at risk of FGM:

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”. FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- > Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- > Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they 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

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Contact details for reporting a concern can be found below:

- > Same as any other safeguarding concern/ disclosure unless the child is in immediate danger (**call 999** or the anti-terrorist hotline **0800 739 321**)

After report to DSL, the following steps may be taken:

- > Contact the Local Authority Prevent Lead: prevent@lbhf.gov.uk or call **020 8753 5727**.
- > **Call the police 101.**
- > Call of email DfE dedicated help-line for non-emergency concerns about

radicalisation and extremism.

- > **020 7340 7264**, counter.extremism@education.gov.uk
- > Make a referral to [Channel](#).

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate. The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. **Staff should not examine pupils.**

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out or discovers that an act of FGM has been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

Contact details can be found on [page 3](#) of this document.

8.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger):

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a Deputy DSL or member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from **the NSPCC helpline on 0808 800 5000**.

Share details of any actions you take with the DSL as soon as practically possible. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with Aymeline Bel, in her role as DSL as soon as possible.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

Aymeline Bel, as DSL, will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Initial Consultation and Advice Team (ICAT)

Tel: 020 8753 6600

Fax: 020 8753 4209

familyservices@lbhf.gov.uk

Out of hours service: 020 8748 8588

Referral

- > If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.
- > If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.
- > The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- > If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.
- > If concerns are ongoing, following a referral and initial response, concerns can be escalated to the following:

Freddie Adu, Executive Head – freddie.adu@thequeensmilltrust.com

Paul Greateorex, Chair of Trustees – paul.greateorex@thequeensmilltrust.com

Lara Thompson, (LADO) - LADO@lbhf.gov.uk - Duty Admin: 020 8753 5125
(answered M-Fri 9-5)

8.5 If you have concerns about extremism:

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, **020 7340 7264**, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call **999** or the confidential anti-terrorist hotline on **0800 789 321** if you:

- > Think someone is in immediate danger
- > Think someone may be planning to travel to join an extremist group
- > See or hear something that may be terrorist-related

8.6 If you have a mental health concern:

All children and young people (CYP) at Queensmill School have a diagnosis of autism and the majority of students attending have a complex presentation of the condition. CYP can often present express their distress (emotional dysregulation) in a range of ways that may be considered unusual.

All staff are trained to recognise and support CYP with their autism, in a range of settings, and teach them to better manage their distress or anxiety. These 'behaviours' could be interpreted as a potential Mental health concern and the senior team, especially those with DSL responsibilities are informed about the potential differences and the most effective way to support.

Guidance on the school's approach to managing children with autism with heightened stress can be found here:

[Strategies to reduce pupil's stress policy guidance.pdf \(queensmillschool.com\).](#)

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to dysregulation/behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

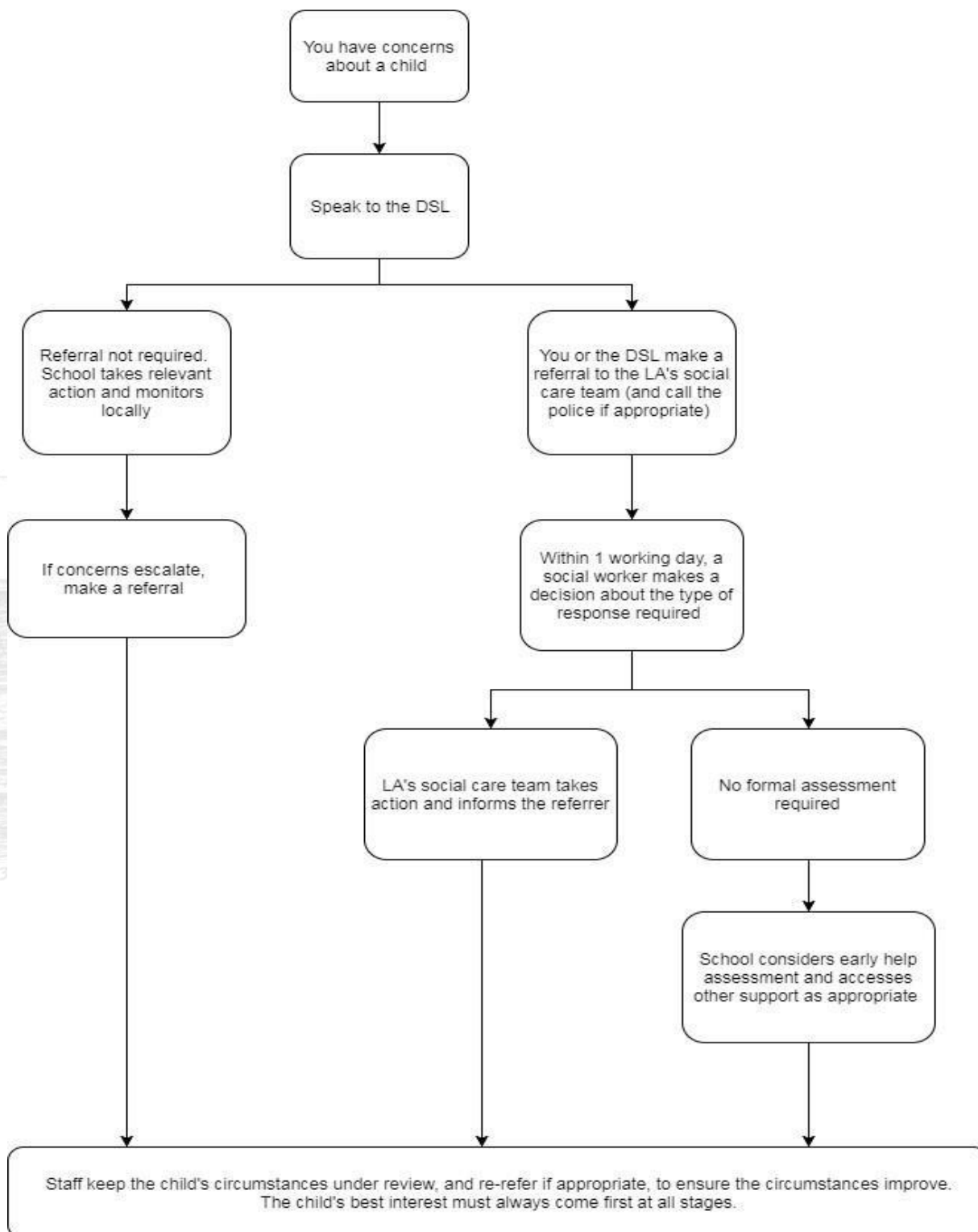
Each CYP usual autism presentation, including the ongoing strategies to support their autism and mental health needs (where this applies as further need) will be detailed in their Emotional regulation Support Plan (ERSP). Staff are informed that they must report any concerns to the DSL. The DSL will follow-up with reports/concerns but where these are already addressed within the child's ongoing ERSP these may not be logged as a new concern on CPOMS (the online record-keeping platform). Where this may be new information over and above that which is held within the ERSP, this will be logged as new concern in CPOMS

- > If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.
- > If you have a mental health concern that is not also a safeguarding concern, speak to Aymeline Bel, the DSL, or one of the Deputies, to agree a course of action.

Further detail and guidance regarding a mental health concern can be found at the Department for Education (guidance) on [mental health and behaviour in schools](#) for more information.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger).

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



8.7 Concerns about a staff member, supply teacher, volunteer or contractor:

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the **Head of School and DSL Aymeline Bel**, as soon as possible.

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

If the concerns/allegations are about the Head of School, speak to the chair of governors or **Freddie Adu, Executive Head**, Queensmill School.

The Executive Headteacher/Chair of Governors will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Head of School, report it directly to the local authority designated officer **Lara Thompson (LADO)**.

Queensmill School takes all concerns seriously and works directly with individuals communicating concerns that they may have. Details of our approach and procedure for addressing concerns that may relate to a staff member, including the senior team, can be found in our:

> **Whistleblowing Policy:** [TQT-Whistleblowing - thequeensmilltrust.com](https://www.thequeensmilltrust.com/TQT-Whistleblowing)

and

> **Complaints Policy:** [Queensmill School Complaints Policy Mar 22.pdf](#)

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

8.8 Allegations of abuse made against other pupils:

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for

pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

We also recognize that due to their autism CYP at Queensmill may at times engage in what may be considered inappropriate behaviours or abusive, if not perceived within the context of their autism presentation. These behaviours will typically be described and addressed in the CYP ERSP as well as strategies in place to support them. The effectiveness of these strategies will be reviewed regularly and relevant safeguarding processes will be followed if this behaviour falls into the category of child-on-child abuse.

When recording concerns or within the significant incident protocols, staff can highlight a child-on-child abuse component. This will produce quantitative data and may be useful in identifying patterns. This in addition to qualitative data from knowledge of students and other source of information will inform training needs and targeted support.

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

This might include where the alleged behaviour:

- > Is serious, and potentially a criminal offence.
- > Could put pupils in the school at risk.
- > Is purposely violent.
- > Involves pupils being forced to use drugs or alcohol.
- > Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

See appendix 4 for more information about child-on-child abuse.

You must record the allegation and tell Aymeline Bel, the DSL, but do not investigate it. The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential

criminal offence

The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Children and Young people at Queensmill are at heightened risk of abuse from peers or adults as a consequence of their autism. A significant number of CYP attending are non-verbal or have significant communication impairments and in addition; their deficits socially mean that they often lack the understanding and awareness of what is happening to them and whether it is wrong. Students attending the school require a high degree of 1:1 adult support and this can make them vulnerable because they can become too trusting or require adult support for the majority of activities within school, transitioning home (transport) or in the community generally.

Given this increased vulnerability we know that their parents and carers may be highly anxious on their behalf. It is the duty of staff within Queensmill School and The Queensmill Trust to take extra care to try to correctly interpret apparent signs of abuse or neglect. We know that there is a heightened risk among some of our children of 'child-on-child' abuse and we address this by educating all children of both appropriate and inappropriate boundaries/interactions, social safety and Sex and Relationship education using our 'SoSAFE!' curriculum. These are embedded into the curriculum of all groups (from Year 4 onwards) and is monitored by an appointed Senior Manager who is also a DSL.

First introduced in April 2016, children have been taught about appropriate social interactions, including consent with particular attention paid in the 'Steps to a Relationship' within the SoSAFE! Relationships programme. Where appropriate, each child will have access to their own 'People and Relationships' book that will help them to understand the people in their lives, their relationship with them and appropriate levels of intimacy within each social group.

Indications of abuse will be reported using the same process as the other safeguarding issues raised in this document. Staff are made aware of our agreed whole school policies with particular reference to our:

Care Practice, Health Care and Intimate Care Policy - [Care Practice, Healthcare and Intimate Care Policy.pdf \(queensmillschool.com\)](#)

The school is aware that any child who is being abused in any way may have feelings such as guilt, anger and/or lack of self-worth. Everything we do at Queensmill School aims to help all children to have self-confidence and self-esteem, and to feel safe and happy, and as free from anxiety as we can possibly manage.

We do this through:

- > The positive ethos of the school.
- > Developing pupils' sense of themselves and their self-esteem Developing their communication skills.
- > Developing strategies for danger-awareness and self-protection where possible.
- > Developing a sense of boundaries between appropriate and inappropriate behaviours, both their own and those of others.
- > Developing tolerant, caring and non-abusive behaviour between pupils.
- > Classroom strategies (see Teaching and Learning Policy) [Teaching and Learning Policy.pdf](#)
- > The curriculum, including the SoSAFE! programme and PSHE curriculum.
- > Consistency of approach from well-trained staff.

Encouragement of acceptable behaviours (see Behaviour Policy) [Behaviour and Physical Intervention](#)

Close liaison with other agencies such as social services, CAMHS, EWAS, EPS. As well as, close communication with parents and carers ensure that all Child Protection register records follow a child when that child moves to another school.

Creating a supportive environment in school and minimising the risk of child-on-child abuse:

We recognise the importance of taking proactive action to minimise the risk of child-

on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

As detailed in section 7.8, all students receive ongoing education about social relationships and expected interactions using the 'SoSAFE!' programme, which is designed for autistic children and young people and the resources and activities are highly individualised to each child and group. We have adopted this system and approach because our children, as a consequence of their autism, function well below age-related expectations, especially socially and so education relating to social relationships must be more explicit, frequent and thoroughly embedded. We also recognize that due to their autism our CYP may at times engage in inappropriate and/or sexualised behaviours which may be considered as abusive when taken out of the context of their autism. These behaviours or sensory seeking patterns will be included in the CYP ERSP as well as strategies to support them. The effectiveness of the strategies in place will be revised regularly and relevant safeguarding processes will be followed if this behaviour falls into the category of child-on-child abuse.

When recording concerns or within the significant incident protocols, staff can highlight a sexualised component. This will produce quantitative data and may be useful in identifying patterns. This in addition to qualitative data from knowledge of students and other source of information will inform training needs and targeted support.

It is within this context that we will apply national statutory guidelines concerning child-on-child abuse.

To achieve this, we will:

- > Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- > Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- > Ensure our curriculum helps to educate pupils about safe behaviour and

consent

- > Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- > Ensure staff reassure victims that they are being taken seriously
- > Ensure staff are trained to understand:
 1. How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 2. That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 3. That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report.

For example:

- > Children can show signs or act in ways they hope adults will notice and react to.
- > A friend may make a report.
- > A member of staff may overhear a conversation.
- > A child’s behaviour might indicate that something is wrong.
- > That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- > That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- > The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
- > That they should speak to the DSL if they have **any concerns**.

Should the concern fall within the CYP’s usual presentation as described in their ERSP, the DSL will follow-up but may not necessarily record this as a new concern on CPOMS. The ERSP will be updated, where required, to address the inappropriateness of the behaviour, in line with the school’s behaviour policy.

8.9 Sharing of nudes and semi-nudes ('sexting'):

Your responsibilities when responding to an incident:

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must NOT:

- > View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
- > Delete the imagery or ask the pupil to delete it.
- > Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- > Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- > Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting:

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns.

This meeting will consider the initial evidence and aim to determine:

- > Whether there is an immediate risk to pupil(s)
- > If a referral needs to be made to the police and/or children's social care

- > If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- > What further information is required to decide on the best response
- > Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- > Whether immediate action should be taken to delete or remove images or videos from devices or online services
- > Any relevant facts about the pupils involved which would influence risk assessment If there is a need to contact another school, college, setting or individual
- > Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- > The incident involves an adult.
- > There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- > What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- > The imagery involves sexual acts and any pupil in the images or videos is under 13.
- > The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the Executive Headteacher and other members of staff where appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL:

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through Stephen Waite, the school's Police liaison officer: Stephen.Waite2@met.police.uk

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

As described in Section 7.8, we use the SoSAFE programme as an overarching framework of Social Relationships, embedded within all classrooms and applied generally rather than within a specific subject area like PSHE. Students at Queensmill have particular difficulties understanding the nuances of social interaction and function well below age-related expectations and so they are especially vulnerable. Where there may be an allegation of child-on-child abuse, sexting and the sharing of nudes, while we adhere to guidance, we will frame this within the cognitive ability and social; understanding of each individual young person.

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our So SAFE relationships and sex education programme and E-Safety policy.

Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- > What it is
- > How it is most likely to be encountered
- > The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- > Issues of legality
- > The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- > Specific requests or pressure to provide (or forward) such images
- > The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

8.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- > Put systems in place for pupils to confidently report abuse – this is via each student's personalised 'People and Relationships' Book
- > Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils – Where appropriate, each child will have access to their own 'People and Relationships' book that will help them to understand the people in their lives, their relationship with them help them understand appropriate levels of intimacy. This book also serves as a reporting tool for non-verbal; highly communication-impaired students who will have access to photographs of peers, staff members and their roles and expected social

context to aid their understanding of expected social interactions from groups (categories) of people: teachers, peers, parents, other support staff and unfamiliar/unknown people.

- > Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

9. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- > Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- > Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- > Set clear guidelines for the use of mobile phones for the whole school community
- > Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- > **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- > **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

- > **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- > **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- > Educate pupils about online safety as part of our curriculum. For example:
 1. The safe use of social media, the internet and technology
 2. Keeping personal information private
 3. How to recognise unacceptable behaviour online
 4. How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

Details of our specific approach can be found in the following policies:

E-Safety policy- [E-Safety Policy\(1\).pdf \(queensmillschool.com\)](#)

Acceptable Use Policy - [ICT and Internet Acceptable Use Policy.pdf \(queensmillschool.com\)](#)

- > Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training each academic year
- > Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings or workshops. We will also share clear procedures with them so they know how to raise concerns about online safety
- > Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 1. Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 2. Staff will not take pictures or recordings of pupils on their personal phones or cameras

- > Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- > Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- > Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- > Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- > Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website [E-Safety Policy\(1\).pdf \(queensmillschool.com\)](#)

10. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

11. Special circumstances at Queensmill School

All children and young people at Queensmill have a diagnosis of autism. We are a specialist setting with purpose-built facilities and resources as well as a staff body highly trained exclusively in autism. All of the work we do and approaches to managing Child Protection are viewed within the context of autism, which can often be a complicating factor. These can be summarised in the points below:

- > Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- > Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- > The potential for autistic pupils with, co-morbid disabilities, or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- > Communication barriers and difficulties in managing or reporting these challenges
- > Emotional regulation difficulties and lack of social awareness may drive our CYP to use inappropriate language, and other behaviours which may be perceived as abusive outside the context of autism. Our CYP may also engage in unsafe behaviours (eg climbing) which may impact on their presentation – for example frequent climbing may cause bruising or small injuries/marks on their body). These frequent activities like climbing or rocking are regulatory for them and if prevented, may cause dysregulation to escalate and be detrimental to their welfare. Where this is relevant for a child, this will be detailed in their ERSP which will describe their behaviour tendencies and self- regulation activities as well as the strategies and support in place.

We offer extra pastoral support for these pupils. This includes:

- > High levels of staffing often 1:1 and sometimes 2:1 to support children, communicate, manage their sensory needs and help them to calm (regulate) when feeling distressed or anxious
- > Sensory supports within classrooms and other purpose-built facilities for Sensory Integration
- > Small groups of up to 9 or 10 pupils (sometimes smaller) according to need, to enable learning in a low-arousal environment
- > Access to a range of after school and extra-curricular clubs for additional social skill development and respite for parents/carers
- > Highly trained Occupational Therapists to devise and monitor sensory integration programmes and create a conducive environment for autistic children and young people
- > Access to a family support worker who assists with home visits to support families with complex issues stemming from a child's autism presentation

12. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- > Responding to unauthorised absence or missing education where there are known safeguarding risks

- > The provision of pastoral and/or academic support
- > Unique and particular problems, for example housing, that are complicated by a child with autism
- > Access to a care package that will enable families to access respite or an autistic child access specialist resources and support outside school.

13. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- > Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- > The DSL has details of children's social workers and relevant virtual school heads.
- > Within the school, appointed phase leaders for example EYFS, Primary or Secondary phases, will promote the educational achievement of looked-after children and previously looked-after children in, under the supervision of Aymeline Bel as the DSL, line with [statutory guidance](#).
- > The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the phase leaders overseeing looked-after children, or previously looked-after children will:

- > Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- > Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how

pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

Private Fostering Arrangements

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

Where the arrangements come to the attention of staff at Queensmill School, we will notify the relevant local authority and seek their approval before consenting further on the arrangement.

This notification will contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and will be made in writing.

14. Pupils who are lesbian, gay, bisexual or gender questioning

The section of KCSIE 2024 on gender questioning children remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be

done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD). As all our pupils are autistic and complex additional needs, any gender questioning will be considered holistically.

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff. At Queensmill, due to the nature of our context, inclusion and general acceptance of all our pupils the way there are in all aspects of their being is part of the school's overall inclusive culture.

15. Complaints and concerns about school safeguarding policies

15.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

15.2 Other complaints

As a school we take all complaints seriously and the details of our approach can be found here, in our Complaints Policy: [Queensmill School Complaints Policy.pdf](#)

The protection and welfare of children is our uppermost concern and all complaints, whether they of a specific safeguarding nature, or not, are the first of our priorities.

The Complaints policy details the process by which any person may make a complaint which will be handled at various stages and will certainly come to the attention of the Head of School, Executive Headteacher, Chair of Governors and other senior leaders within the school as appropriate.

We aim to work carefully and sensitively to resolve complaints and concerns as early as possible. Where this cannot be done immediately, we will involve the Board of Trustees of The Queensmill Trust or the relevant Local Authority as early as possible, according to the process explained in the Complaints policy, to resolve issues quickly for the best interests of students.

15.3 Whistle-blowing

We are committed to maintaining a positive and effective culture in which concerns raised about the welfare of children are thoroughly investigated. Where there are concerns relating to any member of the senior team, including the DSL, her deputies, or the Chair of Governors individuals can communicate their concerns via our Whistleblowing Policy, found here: [TQT-Whistleblowing-Policy.pdf](https://thequeensmilltrust.com/TQT-Whistleblowing-Policy.pdf) (thequeensmilltrust.com)

All staff, the governing body and trustees of Queensmill School and The Queensmill Trust, will co-operate fully with Local Authority, or other appointed individuals to investigate Whistle-blowing concerns thoroughly to safeguard vulnerable children and the public interest.

15. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- > A clear and comprehensive summary of the concern Details of how the concern was followed up and resolved
- > A note of any action taken, decisions reached and the outcome
- > Concerns and referrals will be kept in a separate child protection file for each child.

Staff will report concerns in person to the DSL and will also report these on CPOMS, the online archive platform for safeguarding matter. All actions, communications and relevant meeting notes will be recorded here.

If staff report a concern which falls with the CYP typical presentation of autism, as described in their ERSP, the DSL will follow-up and investigate but may not necessarily record this as an additional/new concern on CPOMS.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

The school is required to keep comprehensive records for all concerns relating to Child Protection and the welfare of children. These are stored securely within the offices of the senior leadership team and also electronically on the CPOMS Online platform.

Access to these records is highly secure with two-step security for only authorised personnel (the DSL or deputy DSLs). Information will be retained for until the child/young person is 25 years old, in line with statutory guidance. Where a child moves to another setting, these will be securely transferred to that setting as required.

The DSL, Aymeline Bel, will lead liaison with the sharing of information with multi-professionals in line with local safeguarding procedures. Information will be shared confidentially with the required transparency which will be in the best interests of the young person.

In addition:

- > Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre- appointment checks
- > Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

17. Training

a. All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- > Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- > Be in line with advice from the 3 safeguarding partners
- > Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- > Have regard to the Teachers' Standards to support the expectation that all teachers:
 1. Manage behaviour effectively to ensure a good and safe environment
 2. Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to

enable them to identify children at risk of becoming involved with or supporting terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings). An INSET in September will focus on statutory requirements and the January INSET will be more context specific and will include reflective exercises per department.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

b. The DSL and Deputies

The DSL, Aymeline Bel and her deputies, will undertake child protection and safeguarding training at least every 2 years. This will be at the appropriate level to train colleagues and carry out all the duties and responsibilities of Designated Safeguarding Lead.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

c. Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

d. Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See appendix 2 of this policy for more information about our safer recruitment procedures.

e. Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

18. Monitoring arrangements

This policy will be reviewed annually by Executive Headteacher, Head of School and Chair of Governors. At every review, it will be approved by the full governing board.

19. Teaching Regulation Agency

At Queensmill School, we rarely use agency staff for teaching and learning due to the uncertainty this causes autistic children who prefer consistency and predictability. We also aim to only deploy staff who are fully trained in autism for this purpose.

Where it may be necessary at Queensmill School to dismiss or cease to use the services of a teacher because of serious misconduct, or cease to use their services had they not left first, we will consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. 334.

The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Details about how to make a referral to the TRA can be found on GOV.UK

20. Links with other policies

This policy links to the following policies and procedures:

- > Behaviour and Physical Intervention Policy
- > Staff Code of Conduct
- > Complaints
- > Whistle-blowing
- > Policy for staff working in a stressful environment
- > Online safety
- > Mobile phone use
- > Equality
- > Policy to reduce pupils' stress
- > First aid
- > Teaching and Learning policy
- > Designated teacher for looked-after and previously looked-after children
- > Privacy notices

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

21. Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- > Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- > Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- > Seeing or hearing the ill-treatment of another
- > Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- > Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- > 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.

Neglect is the persistent failure to meet a child's basic physical and/or psychological

needs, likely to result in the serious impairment of the child's health 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)
- > Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

21. Appendix 2: safer recruitment and DBS checks – policy and procedures

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- > Our school's commitment to safeguarding and promoting the welfare of children That safeguarding checks will be undertaken
- > The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- > Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so

they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- > Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- > Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- > Consider any inconsistencies and look for gaps in employment and reasons given for them
- > Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- > Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 1. If they have a criminal history
 2. Whether they are included on the barred list
 3. Whether they are prohibited from teaching
 4. Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 5. Any relevant overseas information
- > Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

When possible, we will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- > Not accept open references
- > Liaise directly with referees and verify any information contained within references with the referees
- > Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- > Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- > Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- > Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- > Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- > Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- > Explore any potential areas of concern to determine the candidate's suitability to work with children
- > Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below. New recruit will only be offered a start date once the Quality Insurance pro-forma has been signed by the Executive Head or another

member of the Senior Leadership team who was not part of the interview panel. This process ensures that all the relevant checks have been completed (e.g. DBS, two references, overseas check when relevant)

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- > Verify their identity
- > Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed, we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- > Verify their mental and physical fitness to carry out their work responsibilities
- > Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- > Verify their professional qualifications, as appropriate
- > Ensure they are not subject to a prohibition order if they are employed to be a teacher
- > Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
 1. For all staff, including teaching positions: criminal records checks for overseas applicants
 2. For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
- > Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- > Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- > Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- > Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- > There are concerns about an existing member of staff's suitability to work with children; or
- > An individual moves from a post that is not regulated activity to one that is; or
- > There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- > We believe the individual has engaged in [relevant conduct](#); or
- > We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006](#) (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- > We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- > The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- > An enhanced DBS check with barred list information for contractors engaging in regulated activity.

- > An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will

ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all

necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- > Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- > Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- > Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.
- > Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors, Trustees and Members

All trustees, local governors and members will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity. The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- > A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).

- > Identity
- > Right to work in the UK
- > Other checks deemed necessary if they have lived or worked outside the UK

The chair of the board will have their DBS check countersigned by the secretary of state.

All governors will also have the following checks:

- > Identity
- > Right to work in the UK
- > Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

22. Appendix 3: Allegations of abuse made against staff

Section 1: allegations that may meet the harms threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- > Behaved in a way that has harmed a child, or may have harmed a child, and/or Possibly committed a criminal offence against or related to a child, and/or
- > Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- > Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. A 'case manager' will lead any investigation. This will be the Head of School, Executive Headteacher, or the Chair of Governors, where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity. Our procedures for dealing with allegations will be applied with common sense and judgement.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all

other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- > Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- > Providing an assistant to be present when the individual has contact with children
- > Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- > Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- > Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work within The Queensmill Trust

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- > **Substantiated:** there is sufficient evidence to prove the allegation
- > **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- > **False:** there is sufficient evidence to disprove the allegation
- > **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- > **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take

the following steps:

- > Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- > Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- > Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- > Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- > Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- > **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered,

and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

- > **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- > **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- > Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- > Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- > Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- > Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action

taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- > We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- > The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- > We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- > We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- > Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- > If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- > If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact

with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- > Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- > Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it
- >

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- > Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- > Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- > Who needs to know about the allegation and what information can be shared
- > How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- > What, if any, information can be reasonably given to the wider community to

reduce speculation

- > How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- > A clear and comprehensive summary of the allegation
- > Details of how the allegation was followed up and resolved
- > Notes of any action taken, decisions reached and the outcome
- > A declaration on whether the information will be referred to in any future reference
- > In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- > Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- > Include substantiated allegations, provided that the information is factual and

does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- > Issues arising from the decision to suspend the member of staff
- > The duration of the suspension
- > Whether or not the suspension was justified

The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

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

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

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

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- > Suspicion
- > Complaint
- > Disclosure made by a child, parent or other adult within or outside the school

- > Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- > Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- > Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- > Being overly friendly with children
- > Having favourites
- > Taking photographs of children on their mobile phone
- > Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- > Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- > Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- > Empowering staff to share any low-level concerns as per section 7.7 of this

policy

- > Provide staff with training to gain a thorough understanding of autism and related co-morbid diagnoses which may impact their interactions with students and perception of the environment in general
- > Empowering staff to self-refer
- > Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- > Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- > Helping to identify any weakness in the school's safeguarding system
- > Take opportunities to review, eg Well-being surveys of staff to address concerns, areas for improvement or factors in the environment that may contribute to stress and difficulties

Responding to low-level concerns

If the concern is raised via a third party, the Head of School or Executive Headteacher will collect evidence where necessary by speaking:

- > Directly to the person who raised the concern, unless it has been raised anonymously
- > To the individual involved and any witnesses

The Head of School or Executive Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- > Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- > Reviewed so that potential patterns of concerning, problematic or

inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority

- > Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- > The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- > The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

23. Appendix 4: Specific Safeguarding Issues

Assessing adult-involved nude and semi-nude sharing incidents

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- > Contacted by an online account that they do not know but appears to be another child or young person
- > Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- > Moved from a public to a private/E2EE platform
- > Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- > Offered something of value such as money or gaming credits
- > Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- > Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- > Use images that have been stolen from the child or young person taken through hacking their account
- > Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- > Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- > Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- > Moved from a public to a private/E2EE platform
- > Pressured into taking nudes or semi-nudes
- > Told they have been hacked and they have access to their images,

personal information and contacts

- > Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk.

These include children who:

- > Are at risk of harm or neglect
- > Are at risk of forced marriage or FGM
- > Come from Gypsy, Roma, or Traveller families
- > Come from the families of service personnel
- > Go missing or run away from home or care
- > Are supervised by the youth justice system
- > Cease to attend a school
- > Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

We will work with our local police force and police liaison officer to ensure photograph(s) of the missing child/young person are available quickly. We will also

share information of potential places they might frequent. As the vast majority our children have a very limited sense of danger, due to their autism, and can be unduly trusting of others, they are at particular risk and we will share information quickly with police and others assisting so that when found the child/young person can be sensitively approached.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- > Appearing with unexplained gifts or new possessions
- > Associating with other young people involved in exploitation

- > Suffering from changes in emotional wellbeing
- > Misusing drugs and alcohol
- > Going missing for periods of time or regularly coming home late
- > Regularly missing school or education
- > Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

- > In addition to the CCE indicators above, indicators of CSE can include a child:
 - Having an older boyfriend or girlfriend
- > Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. A substantial number of our children will not be able to articulate complex feelings that may arise from witnessing or being in the environment where abuse occurs and so we must provide a range of communication supports to help them understand and express what may be happening and how they feel.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Older children may also experience domestic abuse and/or violence in their own personal relationships. Our students are especially vulnerable to these types of abuse as an unfortunate consequence of their autism and may have particular difficulties expressing what has happened and how they feel. We will use the student's People and Relationships Book (part of the SoSAFE programme) to assist with reporting abuse or expressing feelings.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the

household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#) – if your local force is not, check your local procedures and adapt if necessary.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and her deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it.

If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- > A pupil confiding in a professional that FGM has taken place
 - > A mother/family member disclosing that FGM has been carried out
 - > A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
1. Having difficulty walking, sitting or standing, or looking uncomfortable
 2. Finding it hard to sit still for long periods of time (where this was not a problem previously)
 3. Spending longer than normal in the bathroom or toilet due to difficulties urinating
 4. Having frequent urinary, menstrual or stomach problems
 5. Avoiding physical exercise or missing PE
 6. Being repeatedly absent from school, or absent for a prolonged period
 7. Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 8. Being reluctant to undergo any medical examinations
 9. Asking for help, but not being explicit about the problem
 10. Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- > The girl's family having a history of practising FGM (this is the biggest risk factor to consider) FGM being known to be practised in the girl's community or country of origin
- > A parent or family member expressing concern that FGM may be carried out
- > A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- > A girl:
 1. Having a mother, older sibling or cousin who has undergone FGM
 2. Having limited level of integration within UK society
 3. Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 4. Talking about a long holiday to her country of origin or another country

- where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
5. Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 6. Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 7. Being unexpectedly absent from school
 8. Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. 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.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- > Speak to the pupil about the concerns in a secure and private place
- > Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- > Seek advice from the Forced Marriage Unit on 020 7008 0151 or

fm@fco.gov.uk

Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- > **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- > **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
 1. Negate or destroy the fundamental rights and freedoms of others; or
 2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
 3. Intentionally create a permissive environment for others to achieve the results outlined in either of the above points
- > **Terrorism** is an action that:
 1. Endangers or causes serious violence to a person/people;
 2. Causes serious damage to property; or
 3. Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school becoming involved or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to

radicalisation into terrorism. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- > Refusal to engage with, or becoming abusive to, peers who are different from themselves
- > Becoming susceptible to conspiracy theories and feelings of persecution
- > Changes in friendship groups and appearance
- > Rejecting activities they used to enjoy
- > Converting to a new religion
- > Isolating themselves from family and friends
- > Talking as if from a scripted speech
- > An unwillingness or inability to discuss their views
- > A sudden disrespectful attitude towards others
- > Increased levels of anger
- > Increased secretiveness, especially around internet use
- > Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- > Accessing extremist material online, including on Facebook or Twitter
- > Possessing extremist literature
- > Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

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

- > Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- > Abuse in intimate personal relationships between peers
- > Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- > Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- > Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- > Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- > Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- > Up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- > Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- > Between 2 children of any age and sex
- > Through a group of children sexually assaulting or sexually harassing a single child or group of children
- > Online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap. 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 and will be exacerbated if the alleged perpetrator(s) attends the same school. Our students are especially vulnerable to these types of abuse as an unfortunate consequence of their autism and may have particular difficulties expressing what has happened and how they feel. We will use the student's People and Relationships Book (part of the SoSAFE programme) to assist with reporting abuse or expressing feelings.

If a victim reports an incident, it is essential that staff make sure they 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.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- > Challenging inappropriate behaviours
- > Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- > Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- > Increased absence from school
- > Change in friendships or relationships with older individuals or groups
- > Significant decline in performance
- > Signs of self-harm or a significant change in wellbeing
- > Signs of assault or unexplained injuries
- > Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- > Being male
- > Having been frequently absent or permanently excluded from school
- > Having experienced child maltreatment
- > Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in using our electronic Inentry system which notifies the person they are visiting of their arrival.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- > Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- > The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out
- > They will be informed that we are an autism-specific setting and given guidance as to who to approach and what to do if a child or young person invades their personal space or they witness anything else that may concern them.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- > Make contact with the parent/carer in the first instance
- > Continue to occupy the child in our after-school club or other familiar activity
- > If they typically use transport, speak with the transport team if they have any additional information from the parent

- > Inform the phase leader and/or Head of School or Executive Head if attempts to contact parent/carer are unsuccessful
- > Inform the duty social care desk if, after several hours, the child has not been collected

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. Further details of our process for managing a missing child can be found in our policy for a missing child here:

[Queensmill School](#)

If a child goes missing, we will inform the police and let them know the following points:

1. Where pupil X has gone missing from.
2. What time she/he was last seen.
3. A description of what pupil X is wearing.
4. Date of Birth
5. Tell the police that pupil X has autism and little language/communication.
6. Tell the police the name and address of the school and ask them to inform us as soon as pupil X is found.
7. Where available, check tracking information if child has a tracking device

Refer to our [Missing Child Protocol](#) for the specific child who has gone missing, this will include:

1. A recent photo
2. The extent of their communication
3. Places they may like to visit
4. Clothing they prefer
5. Whether they typically wear a tracking device

We will maintain regular contact with Police, parents/carers and others who might assist in finding the child and also communicating with them appropriately (if they are non-verbal due to their autism) when they are found.