Elysium Children and Education

RHODES WOOD HOSPTIAL SCHOOL

CHILD PROTECTION AND SAFEGUARDING POLICY

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Ratified by: **KATH MURPHY, CHAIR OF MANAGEMENT C0MMITTEE**

Rhodes Wood Hospital School is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment

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1. **Important contacts**

Role/ Organisation	**Name**	**Contact Details**
Designated Safeguarding Lead (DSL)	Michelle Fennell-Bergin	01707655344 mfennell@elysiumeducation.co.uk
Deputy Designated Safeguarding Lead (D DSL)	Tanya Rashed	01707655344 trashed@elysiumeducation.co.uk
School Proprietor	Kath Murphy	kath.murphy@elysiumhealthcare.co.uk
Local Authority Designated Officer	Hertfordshire Safeguarding Children Partnership (HSCP)	Telephone: 0300 124 043 Email: Referral to Children's Services (hertfordshire.gov.uk)
Hertfordshire Safeguarding Children Partnership (HSCP	LADO referrals	Telephone: 01992 555420 Email: Referral@hertfordshire.gov.uk
Channel Helpline	Channel and Prevent Multi-Agency Panel (PMAP) guidance	020 7340 7264
NSPCC	Whistle-blowing helpline	Telephone: 0800 028 0285 Email: help@nspcc.org.uk https://www.nspcc.org.uk/keeping-children-safe/online-safety/
Call Bullying UK	Bullying	**Telephone:** 0808 800 2222 **Email:** https://www.bullying.co.uk/
Forced Marriage Unit		020 7008 0151 fmu@fco.gov.uk

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2. Statement of Intent

Rhodes Wood Hospital School is committed to safeguarding and promoting every student's physical, mental, and emotional welfare inside and outside the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that students' well-being is at the forefront of all actions taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

a Ensuring that members of the Management Committee, the Headteacher, and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know how to refer concerns to the DSL. • Teaching students how to keep safe and recognise behaviour that is unacceptable.
b Identifying and making provision for any student that has been subject to, or is at risk of, abuse, neglect, or exploitation.
c Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children and young people.
d Ensuring that the Headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is Michelle Fennell-Bergin, Headteacher. In the absence of the DSL, the Deputy DSL, Tanya Rashed, Deputy Headteacher will deal with child protection matters.
In the absence of the school DSLs, child protection matters will be dealt with by the Hospital DSL.

Rhodes Wood Hospital School is located on the same site as Rhodes Wood Hospital, an inpatient eating disorder service for up to 38 young people aged 8 -18. All young people who are patients at the hospital receive an education from the school by agreement from their home Local Education Authority, who fund the school place and maintain responsibility for Athe education of every student. The school collaborates with all members of the hospital's Multidisciplinary Team, which includes Psychiatrists, Psychologists, Occupational Therapists, the Nursing and Care team, and Social Workers. Therefore, our school ethos centres on personalisation and a holistic approach to a student's care, treatment and academic needs.

In order to fulfil our NHS contractual details, the school is registered with the Department of Education as an Independent School and is regulated by Ofsted. The school has its own dedicated facilities and resources in a building that is a part of the hospital. The school is led by the Headteacher, Michelle Fennell-Bergin, and is ably supported by the Deputy Headteacher, Tanya Rashed. The school is governed by a Management Committee that holds the school accountable, similar to that of a traditional school governing body.

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3. Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.

EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, Health and Care Plan	A funded intervention plan which coordinates the educational, health and care needs for young people who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the student.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the 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.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.

LGBTQ+	Lesbian, gay, bisexual,	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or
	transgender and queer plus	transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which students learn about themselves, other people, rights, responsibilities and relationships.
RSE	Relationships, sex and education	A compulsory subject from Year 7 for all students. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to students with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

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4. Definitions

The terms **"children"** and **"child"** refer to anyone under the age of 18.

For the purposes of this policy, **"safeguarding and protecting the welfare of children"** is defined as:

- Proving help and support to meet the needs of students as soon as problems emerge
- Protecting students from maltreatment inside or outside the home, including online.
- Preventing the impairment of a students' mental and physical health or development.
- Ensuring that students grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all students to have the best outcomes.

For the purposes of this policy, **"consent"** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, **"sexual violence"** refers to the following offences as defined under the Sexual Offences Act 2003:

3. **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
4. **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
5. **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
6. **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **"sexual harassment"** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a student's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

7. Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.

8. Sexual "jokes" and taunting.
9. Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
10. Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
    - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
    - Sharing unwanted explicit content.
    - Upskirting.
    - Sexualised online bullying.
    - Unwanted sexual comments and messages, including on social media.
    - Sexual exploitation, coercion, and threats.

For the purposes of this policy, **"upskirting"** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including students and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **"consensual and non-consensual sharing of nude and semi-nude images and/or videos"**, colloquially known as **"sexting"**, and collectively called **"youth-produced sexual imagery"** is defined as the creation of sexually explicit content by a person under the age of 18 that is shared with another person under the age of 18. This definition does not cover persons under the age of 18 sharing adult pornography or exchanging messages that do not contain sexual images.

"**Deep fakes**" and "**deep nudes**" refer to digitally manipulated and AI-generated nudes and semi-nudes.

For the purposes of this policy, **"indecent imagery"** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Indecent images also include indecent **"pseudo-images"**, which are images have been created or manipulated using computer software and/or AI.

For the purposes of this policy, **"abuse"** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of 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. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, **"physical abuse"** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

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

For the purposes of this policy, **"sexual abuse"** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **"neglect"** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended) • Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Anti-social Behaviour, Crime and Policing Act 2014

Statutory guidance

- Home Office (2023) 'The Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2024) 'Keeping children safe in education 2024'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multiagency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Recruit teachers from overseas'
- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency guidance'

This policy operates in conjunction with the following school policies:

- Positive Behaviour Policy
- Preventing Bullying Policy
- Admissions and Exclusions Policy
- Online Safety Policy
- Data Protection Policy
- Safe use of AI Policy
- Whistleblowing Policy
- Staff Code of Conduct

6. Roles and responsibilities

At Rhodes Wood Hospital School all staff are reminded of their Safeguarding responsibilities in all Performance Management/ Appraisal meetings as these are explicitly referenced within the documentation. Similarly, all staff are reminded of their responsibilities at staff INSET day.

All staff have a responsibility to:

- Consider, at all times, what is in the student's best interests.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which students can learn.
- Be prepared to identify students who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and Deputy DSL.
- Undertake safeguarding training, including online safety training, during their induction, which will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a student.
- Support social workers in making decisions about individuals, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a student confides they are being abused, exploited or neglected.
- Be aware that a student may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Promote dialogue and understanding, and ensure all students feel listened to and understood.
- Empower students, help them understand their rights to safety and privacy, and help them understand what they can do to protect themselves from harm.
- Avoid victim-blaming attitudes and challenge it in a professional way if it occurs.
- Maintain appropriate levels of confidentiality when dealing with individual cases.

- Reassure victims that they are being taken seriously, will be supported, and will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put students at risk of harm.
- Be aware of behaviours that could potentially be a sign that a student may be at risk of harm.

Teachers, including the headteacher, have a responsibility to:

- Safeguard students' well-being and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

The Management Committee has a duty to:

- Take strategic leadership responsibility for Rhodes Wood Hospital School's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the school's policies, procedures, and training opportunities are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that Rhodes Wood Hospital School safeguarding arrangements take into account the local procedures and practices of Hertfordshire Safeguarding Children Partnership (HSPC) as part of inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment and ensures these are reflected in Rhodes Wood Hospital School's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with students read at least Part one of KCSIE 2024.
- Ensure that mechanisms are in place to assist staff in understanding and discharge their role and responsibilities regarding safeguarding children.
- Ensure that a member of the Management Committee takes leadership responsibility for safeguarding arrangements.

  Nick Rose, Head of Education, is responsible for safeguarding arrangements at Rhodes Wood Hospital School.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role holder's job description.

  MICHELLE FENNELL-BERGIN – HEADTEACHER – SCHOOL DSL
- Appoint a Deputy DSL to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions. **TANYA RASHED-**

- **DEPUTY HEADTEACHER- DEPUTY SCHOOL DSL**
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the student's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the Management Committee is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another member of the Management Committee.
- Guarantee that effective and appropriate policies and procedures are in place. All school policies and safeguarding procedures can be found on the School's Shared Drive, and the flowcharts are also **available in the school office.**
  The Staff Code of Conduct is available on the Shared Drive and in the school office.
- Ensure all relevant persons, including the Management Committee itself, the SLT, and the DSL, are aware of the school's local safeguarding arrangements.
- Make sure that students are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities as part of providing a broad and balanced curriculum.
- At Rhodes Wood Hospital School, preventative education is delivered across the curriculum as the opportunity arises, and explicitly through our PSHE (Personal, Social, and Health Education) and RHSE curriculum. PHSE is timetabled to take place every week. During PHSE sessions, young people develop their knowledge and understanding of topics such as Online
- Safety, Prevent, British Values, Staying Safe, and mutual respect and tolerance of those with different faiths and beliefs. However, due to the nature of our provision, staff will continue to risk assess the suitability of such topics in light of a student's previous history and current care and treatment programme.
- Sex education is delivered as part of the PSHE and Science curriculum and in conjunction with the hospital healthcare team, with consideration given to each student's care and treatment plan. All staff involved in the delivery of RSE will be sensitive to the student's experiences and emotions. Some students will receive higher support and input due to their needs and past experiences, working on particular areas of the RSE curriculum more intensively through 1:1 and/or therapeutic support.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with students, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support students' being themselves at school, e.g., if they are LGBTQ+.

- Ensure the school has clear systems and processes in place for identifying possible mental health problems in students, including clear routes to escalate concerns and clear referral and accountability systems.
- Rhodes Wood Hospital School is situated in a separate building adjacent to the hospital and specialists are available during the school day to support students with their mental health. School staff are aware of how to escalate any concerns about a student's mental health and there is a daily handover every afternoon where staff can feedback on how a student has presented in class.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.

  Michelle Fennell-Bergin Headteacher and DSL, and Tanya Rashed, Deputy Headteacher and Deputy DSL have both undertaken Safer Recruitment Training.
- Ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.

All Rhodes Wood Hospital School staff are aware of the local safeguarding procedures, have received safeguarding and child protection training at induction, and receive regular training updates throughout the academic year. The Head of Education, Headteacher, and Deputy Headteacher receive regular communications about safeguarding issues, which are disseminated to staff where relevant.

Safeguarding updates are included as an agenda item at Staff Meetings and during all supervision and CPD sessions. Individual and group supervision is also included as part of the follow-up of any safeguarding incident that takes place while students are in our care.

- Ensure that members of the Management Committee receive appropriate safeguarding and child protection training, including online safety training, upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle students' allegations against other students.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of students and staff.

  All staff have read and signed to say they have understood the Positive Behaviour Policy for Rhodes Wood Hospital School, and the Staff Code of Conduct is available on the Shared Drive. The Headteacher is responsible for holding staff to account for their conduct and professionalism at all times.

- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for students to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the student premium funding can best be used to support LAC.
- The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

At Rhodes Wood Hospital School, Tanya Rashed, Deputy Headteacher and SENDCo, is the designated teacher/ LAC coordinator and works with social worker's, local authorities, and Virtual Schools to ensure systems are in place to support each LAC.

- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the student's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for students who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the Management Committee have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- **At Rhodes Wood Hospital School, Safeguarding is an agenda item at Staff Meetings and Daily Reporting Meetings (daily debriefs). All staff are aware of the need to follow up and follow through with any and all concerns. Staff are made aware of the Elysium Children and Education Whistleblowing Policy and the Care Line number is pinned up in easy to access areas in open staff areas.**
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

The Headteacher has a duty to:

- Ensure that the policies and procedures adopted by the Management Committee, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

The DSL (Michelle Fennell-Bergin, Headteacher) has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding 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, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. In exceptional circumstances this will be availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- In collaboration with the Hospital DSL refer cases:
    - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.
    - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
    - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
    - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.

When the Hospital DSL leading on any safeguarding concerns, they will liaise with Michelle Fennell-Bergin (Headteacher), to inform her of all concerns, especially those ongoing under s47 of the CA1989 and any police investigations. Similarly, when Michelle Fennell-Bergin (Headteacher) is leading on any safeguarding concerns, she will liaise with Hospital DSL to ensure effective safeguarding outcomes are reached for all cases.

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the Deputy DSL to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that a student's needs are considered holistically.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

- Work with relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
    - Ensuring that the school knows which students have or had a social worker.
    - Understanding the academic progress and attainment of these students.
    - Maintaining a culture of high aspirations for these students.
    - Supporting teachers to provide additional academic support or reasonable adjustments to help these students reach their potential.
    - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these students are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a student's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures

  The Child Protection and Safeguarding Policy is available on Rhodes Wood Hospital School Shared Drive and is discussed during staff inductions, in addition to the site's local procedures and arrangements. Additionally, reference is made to this policy at staff INSET day. We are alert to the specific requirements of children in need, including those with SEND (Special Educational Needs and Disabilities) and include details of all such children in our SEND register; ensuring this vital information is shared and highlighted to the student's Key Teacher.
- Work with the Management Committee to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to students and taking account of their wishes and feelings; this includes understanding the difficulties students may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

7. Multi-agency working

Rhodes Wood Hospital School contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The School will act in accordance with the safeguarding arrangements.

The school will work with the Hospital DSL, CSCS, the police, health services and other services to protect the welfare of its students through the early help process and by contributing to multi-agency plans to provide additional support.
Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

8. Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet students' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the student being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of students. If staff members are in doubt about sharing information, they will speak to the DSL, Michelle Fennell-Bergin or the Deputy DSL, Tanya Rashed.

9. Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any student may benefit from early help, but in particular, staff will be alert to the potential need for early help for students who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in custody, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Have persistently been absent from education, including persistent absences for part of the school day.

The DSL, Michelle Fennell-Bergin or the Hospital DSL, will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.
Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. For example, if they are:

- Bereaved
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Having recently returned home to their family from care.
- Missing education, or are persistently absent from school, or in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Any such cases will be constantly reviewed, and if the student's situation is not improving or worsening, consideration will be given to referring the student to CSCS for assessment for statutory services.

10. Abuse and neglect

All staff will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and Deputy DSL, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that students can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a student being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Safeguarding is an agenda item at our regular staff meetings, handover meetings, daily reporting meetings, Key Teacher feedback meetings, and SLT (Senior Leadership Team) meetings. We are explicit about safeguarding and vigilant within our own classrooms about the significance of maintaining high mindfulness of safeguarding with our students.

11. Specific safeguarding issues

Certain specific safeguarding issues can put children at risk of harm—staff will be aware of these issues.

Appendix A of this policy details specific safeguarding issues that students may experience and outlines specific actions that would be taken regarding individual issues.

12. Child-on-child abuse

For the purposes of this policy, **"child-on-child abuse"** is defined as abuse between children. The school has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy's statement of intent.

All staff will be aware that child-on-child abuse can occur between students of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL, Michelle Fennell-Bergin if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up."

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as 'teenage relationship abuse'.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can 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.

The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Students will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Students will also be reassured that they will be taken seriously, be supported, and kept safe.

The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures and the procedures outlined in the school's Preventing Bullying Policy and Admissions and Exclusions Policy, where relevant.

13. Online safety and personal electronic devices

Rhodes Wood Hospital School will adhere to the Online Safety Policy at all times.

As part of a broad and balanced curriculum, all students will be made aware of online risks and taught how to stay safe online. Our external provider, Child First Consultant, provides online safety workshops throughout the year. To support students, they are made aware of the expectations around ICT use and personal electronic devices at induction.

Through training, all staff members will be made aware of:

- Students' attitudes and behaviours may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a student's online activity.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material, in accordance with the school's Cyber-security Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what students can be taught online.

Staff will be aware of the filtering systems in place and will know how to escalate concerns where they are identified.

14. IT provider - INML

At Rhodes Wood Hospital School, concerns over a student's online activity can be raised immediately with INML, our IT supplier. INML can search a history on a numbered computer and login. INML filter all internet traffic through our servers. At Rhodes Wood Hospital School, students and staff have no other access to the internet except by personal login through school-based equipment. We do not share our IT password. No parent, HCA (Healthcare Assistant) or non-hospital colleague would ever be given our IT password.

A student's IT use is monitored in our small classes and our IT filter system prevents access to terrorist and extremist material.

Rhodes Wood Hospital School will communicate with parents and carers to reinforce the importance of children being safe online and will share information with parents/carers about:

- what systems they have in place to filter and monitor online use
- what they are asking children to do online, including the sites they will asked to access
- who from the school or college (if anyone) their child is going to be interacting with online.

The Online Safety Policy provides further information regarding Rhodes Wood Hospital School's approach to online safety.

15. Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of students being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor online use.

The school will also clearly inform parents about what their children are being asked to do online for school.

16. Reviewing online safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by students.

17. Personal electronic devices

In accordance with the Online Safety and Acceptable IT Use Policy, staff and students are not permitted to use personal electronic devices, including mobile phones, at Rhodes Wood Hospital School**.**

Staff will follow the appropriate procedures to report any concerns about students' or other staff members' use of personal electronic devices to the DSL, Michelle Fennell-Bergin.

Photographs and videos of students will be carefully planned before any activity with particular regard to consent and adhering to the Elysium Data Protection Policy.

Where photographs and videos will involve students who are LAC, adopted students, or students for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of students who are LAC or who have been adopted, liaise with the students' social workers, carers or adoptive parents to assess the needs and risks associated with the students.

At Rhodes Wood Hospital School all photographs or videos to be used externally to the site will have independent informed consent documented for each occasion. This will be sought in addition to any consent disclaimers signed by parents/ carers at admission to the ward/ hospital.

Where photographs or videos are being used for recording of progress in teaching and learning or for exam/coursework entry informed consent will be sought from parents/carers before materials are shared beyond parents/carers.

Upskirting

Under the Voyeurism (Offences) Act 2019, operating equipment for upskirting is an offence. "Operating equipment" includes enabling or securing another person's activation without that person's knowledge, e.g., a motion-activated camera. The school will not tolerate upskirting. Any incidents of upskirting will be reported to the DSL, Michelle Fennell-Bergin, who will then decide on the next steps to take, which may include police involvement.

18. Consensual and non-consensual sharing of indecent images and videos

The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the student, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to students depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that students are not unnecessarily criminalised.

Staff will also be made aware that the laws imposed on the sharing of nudes and semi-nudes applies to digitally manipulated and AI-generated imagery.

Where a member of staff becomes aware of an incidence of sharing nudes and/or seminudes, they will refer this to the DSL as soon as possible. The DSL will work to support the affected students and inform them of the reporting routes to remove a nude or semi-nude that has been shared online or to prevent an image from being shared online.

19. Context of safeguarding incidents

Safeguarding incidents can occur outside of Rhodes Wood Hospital School and can be associated with outside factors. All staff, particularly the DSL and Deputy DSL, will always consider the context of safeguarding incidents. Assessment of students' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSCS.

20. Students potentially at greater risk of harm

Rhodes Wood Hospital School recognises that some groups of students can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of students. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

21. Students who need social workers

Students may need social workers due to safeguarding or welfare needs. These needs can leave students vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a student has a social worker in order to make decisions in the best interests of the student's safety, welfare, and educational outcomes.

Where a student needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

22. Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them. In line with the Education (Student Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a student is taken off roll.

Where a parent has expressed their intention to remove a student from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the student has SEND, is vulnerable, and/or has a social worker.

23. LAC and PLAC

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The Management Committee will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the student.

The DSL, Michelle Fennell-Bergin will be provided with the necessary details of students' social workers and the VSH, and, for PLAC, personal advisers.

24. Students with SEND

When managing safeguarding in relation to students with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the student's disability without further exploration; however, it should never be assumed that a student's indicators relate only to their disability.
- Students with SEND can be disproportionally impacted by issues such as bullying, without outwardly showing any signs.
- Communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for students with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a student with SEND, the DSL, Michelle Fennell-Bergin will liaise with the school's SENCO, as well as the student's parents where appropriate, to ensure that the student's needs are met effectively.

25. LGBTQ+ students

The fact that a student may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ students can be targeted by other individuals. Staff will also be aware that, in some cases, a student who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as students who identify as LGBTQ+.

Staff will also be aware that the risks to these students can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these students and provide a safe space for them to speak out and share any concerns they have.

26. Students requiring mental health support

All students at Rhodes Wood Hospital School are on roll due to their admission at Rhodes Wood Hospital to a diagnosis of eating disorder and they often have other mental health problems in addition. Our teaching staff are aware of and sympathetic to the effects of mental health issues within the school. We are also aware that mental health problems and hospital admission can make our students more vulnerable to abuse and/or being targeted by perpetrators of CSE, CCE, radicalisation, as well as many other forms of abuse.

All staff will be made aware that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering, abuse, neglect or exploitation.
Only trained professionals will make a diagnosis of a mental health problem, but staff are well placed to observe students and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

Staff will be aware of how abuse, neglect and other traumatic adverse childhood experiences can affect a student's mental health, behaviour and education.

Staff will take action on any mental health concerns that are also safeguarding concerns by speaking to the DSL, Michelle Fennell-Bergin or Deputy DSL, Tanya Rashed.

28. Alternative Provision

The school will remain responsible for a student's welfare during their time at an alternative provider. When placing a student with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the student's needs.

Those responsible for the commissioning of alternative provision will be aware that students in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

27. Work experience

At Rhodes Wood Hospital School, work experience for a student is set up primarily by the Hospital Occupational Therapy Team and in collaboration with the school, as appropriate.

When a student is sent on work experience, the Hospital Occupational Therapy Team and the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has students conduct work experience at the school, an enhanced DBS check will be obtained if the student is over the age of 16.

28. Concerns about students

If a member of staff has any concern about a student's welfare, or a student has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSL or Deputy DSL.

Staff will be aware that students may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or Deputy DSL, if they have a concern about a student.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in this policy.

Where the DSL is not available to discuss the concern with, staff members will contact the Deputy DSL with the matter. If the Deputy DSL is not available, staff members will contact the Hospital DSL. If a referral is made about a student by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the student. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the student.

If early help is appropriate, the case will be kept under constant review. If the student's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely.

If a student is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a student has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the student's wishes are always taken into account, and that there are systems available for students to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the student feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

29. Managing disclosures

If a student discloses a safeguarding issue to a member of staff, they should:

- Always listen, be calm, remain neutral, and accept what the student says.
- Reassure the student that they have done the right thing.
- Not make promises, particularly around confidentiality.
- Allow the student to go at their own pace and not rush them.
- Gather essential facts but not investigate.
- Explain what will happen next and inform the student that they will have to pass this information on.
- Inform the DSL.
- Write up the conversation as soon as possible in the student's own words, using the School Safeguarding Report form, ensuring that what is recorded is includes dates, time, who was present, and anything factual about the child's appearance or presentation.

Bear in mind that some students may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected.
- Not recognise their experiences as harmful.
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop staff from having a 'professional curiosity' and speaking to the DSL if they have any concerns about a student.

30. Managing referrals

The reporting and referral process outlined in the Reporting Safeguarding Concerns Process Flowchart will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the students involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a student has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other students: this applies to criminal investigations as well as those made by CSCS. Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the student is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the student will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the student or others at potential risk of harm. The school will work closely with parents to ensure that the student, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

31. Concerns about school safeguarding practices

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Elysium Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

32. Safeguarding concerns and allegations of abuse against staff

Rhodes Wood Hospital School will take all possible steps to safeguard students and to ensure that the adults in the school are safe to work with students. We will always ensure that the procedures outlined Part 4 of 'Keeping Children Safe in Education', DfE (2023) are adhered to and will seek appropriate advice.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "lowlevel concerns". Allegations that meet the harms threshold include instances where staff have:

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

If an allegation is made or information is received about any adult that meets the harm threshold, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. If an allegation relates to the Headteacher, the matter should be referred to the Chair of the Management Committee.

The Headteacher or Chair of the Management Committee will seek advice from the LADO within one working day. No member of staff or member of the Management Committee will undertake further investigations before receiving advice from the LADO. The allegation against the member of staff will also be passed on to the Hospital DSL so they are aware.

If there is an allegation against a member of hospital staff, the Headteacher will pass this on to the Hospital DSL immediately, and the hospital will follow their procedures for referral to LADO. The Headteacher, as DSL of the school, will confirm a referral has been made to the LADO, will be made aware of the progress of the allegation, and will write up any necessary documentation.

Following an investigation and where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.

33. Concerns or allegations that do not meet threshold

Rhodes Wood Hospital School promotes an open and transparent culture where all adults and students can share their concerns with the right person, in the knowledge that concerns will be recorded and dealt with appropriately.

Any low level disclosures will be reported in accordance with the school safeguarding reporting procedures.

Any low level allegations made against staff will reported to the DSL (Michelle Fennell-Bergin Headteacher) and any concerns about the Headteacher will be reported to the Chair of the Management Committee.

In cases where low level concerns (including allegations) do not meet the harm threshold, and following on from advice received by the appropriate authority, the school may decide to handle the incident internally in accordance with this policy, the Staff Disciplinary policy, the Staff Code of Conduct, the Positive Behaviour policy, the Whistleblowing policy, and the Preventing Bullying policy.

34. Communication and confidentiality

When recording, holding, using and sharing information, the DSL will ensure that they:

- Understand the importance of information sharing, both within the school and with other schools on transfer, including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made, including the rationale of those decisions. This will include instances where referrals were and were not made to another agency, such as LA children's social care or the Prevent program.

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a student is leaving the school, the DSL will consider whether it is appropriate to share any information with the student's new provider, in addition to the child protection file, that will allow the new provider to support the student and arrange appropriate support for their arrival.

35. Safer recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

The school will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and, contractors.

36. Pre-employment checks

The Headteacher will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
- Checking professional experience, QTS, and qualifications as appropriate using Teacher Services.
- Confirming that an individual taking up a management position is not subject to a section 128 direction.

Online searches may also need to be considered part of Rhodes Wood Hospital School's due diligence checks on shortlisted candidates.

37. Those who have lived or worked outside of the UK

Individuals who have lived or worked outside the UK will undergo the same checks as all other staff in Rhodes Wood Hospital School. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, further evidence will be considered together with information obtained through other preappointment checks to help assess their suitability such as:

- criminal records checks for overseas applicants, and for teaching positions.
- obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked.

38. Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

39. Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

40. Single central record (SCR)

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school.

All members of the Management Committee are also recorded on the SCR.

The following information is recorded on the SCR:

- An identity check.
- A barred list check.
- An enhanced DBS check.
- A prohibition from teaching checks.
- A check of professional qualifications, where required.
- A check to determine the individual's right to work in the UK.
- Additional checks for those who have lived or worked outside of the UK.
- A section 128 check for those in management positions.

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the school.

41. Training

Staff will undergo safeguarding and child protection training at induction, which will be updated annually and/or whenever there is a change in legislation. The induction training will cover:

- The Child Protection and Safeguarding Policy.
- Part one of 'Keeping children safe in education' (KCSIE).
- The Positive Behaviour Policy.
- The Online Safety Policy.
- The Preventing Bullying Policy.
- The Staff Code of Conduct.
- The identity and role of the DSL and the Deputy DSL.

Staff will also receive annual safeguarding and child protection refresher training, including online safety, at the first INSET day of each school year. This training, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. Any safeguarding and child protection updates received by the DSL or Deputy DSL will be shared with staff, as required.

Staff will also have the opportunity to contribute towards and inform the safeguarding arrangements in the school through regular supervision, where safeguarding is an agenda item.

The DSL and Deputy DSL will undergo child protection and safeguarding training and update this training at least every two years. They will also attend refresher or other relevant training courses and receive regular child protection and safeguarding updates to ensure they are kept up-to-date with any developments relevant to their role.

The DSL and Deputy DSL will undergo online safety training to help them recognise the additional risks that students, particularly those with SEND, face online and ensure they have the capability to support students in staying safe online.

42. Monitoring and review

This policy is reviewed at least annually by the Management Committee.

This policy will be updated as needed to ensure it is up to date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all staff members.

All staff members are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

Elysium Children and Education

Appendix 1- Specific Safeguarding Issues

This appendix sets out details about specific safeguarding issues that students may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

a) Domestic abuse
b) Homelessness
c) Children who are absent from education
d) Admission register
e) Child abduction and community safety incidents
f) Child criminal exploitation (CCE)
g) County lines
h) Cyber-crime
i) Child sexual exploitation (CSE)
j) Modern slavery
k) Femail Genital Mutilation (FGM)
l) Virginity testing and hymenoplasty
m) Forced marriage
n) Radicalisation
o) The Prevent duty
p) Channel programme
q) Building children's resilience
r) Students with family members in prison
s) Students required to give evidence in court
t) Mental health
u) Serious violence
v) Adult involvement in youth-produced sexual imagery
w) Sexually motivated incidents
x) Financially motivated incidents

a) Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **"domestic abuse"** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. **"Abusive behaviour"** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. **"Personally connected"** includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

Signs that a child is witnessing domestic abuse include:

- Bullying or aggression towards others.
- Bed-wetting.
- Nightmares, trouble sleeping or insomnia.
- Constant or frequent sickness (e.g. headaches, colds).
- Anti-social behaviour (e.g. vandalism).
- Problems in school.
- Drug or alcohol use.
- Attention seeking.
- Tantrums.
- Withdrawal.
- Anxiety, depression, or suicidal thoughts.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

b) Homelessness

The DSL and Deputy DSL will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because "they have to".

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

c) Children who are absent from education

A child who is absent from school for a prolonged period following Section 17 leave (community or home leave) is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Staff will monitor students who are absent from school, particularly on repeat occasions, and will report them to the DSL following normal safeguarding procedures. The school will inform the LA of any student who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

d) Admissions register

Students are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the student will first be attending. The school will notify the LA within 5 days of when a student's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts will be held for each student, where possible. Staff will monitor students who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the student will live
- The new address
- The date from when the student will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the student first attended, or is due to attend, that school

Where a student moves to a new school, the school will use a secure internet system to securely transfer students' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any student who is going to be deleted from the admission register, in accordance with the Education (Student Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the student continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a student from the admissions register where the school and LA has been unable to establish the student's whereabouts after making reasonable enquiries into their attendance.

If a student is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the student
- The full name and address of any parent with whom the student lives
- At least one telephone number of the parent with whom the student lives
- The full name and address of the parent with whom the student is going to live, and the date that the student will start living there, if applicable
- The name of the student's new school and the student's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Student Registration) (England) Regulations 2006 (as amended)

The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

e) **Child abduction and community safety incidents**

For the purposes of this policy, **"child abduction"** is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with students.

Students will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

f) **Child criminal exploitation (CCE)**

For the purposes of this policy, **"child criminal exploitation"** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants.
- For the financial advantage or other advantage of the perpetrator or facilitator.
- Through violence or the threat of violence.

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that students involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that students of any gender are at risk of CCE.

School staff will be aware of the indicators that a student is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

g) **County lines**

For the purposes of this policy, **"county lines"** refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a student may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a 'debt bond' to their exploiters.
- Having their bank account used to facilitate drug dealing.

Following extended episodes of S17 leave/ home leave, staff will be vigilant to the potential of County Lines Criminal Activity.

Staff will be made aware of students with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a student may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

h) **Cyber-crime**

For the purposes of this policy, **"cyber-crime"** is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring students to the National Crime Agency's Cyber Choices programme.

i) **Child sexual exploitation (CSE)**

For the purposes of this policy, **"child sexual exploitation"** is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants.
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator.
- Through violence or the threat of violence.

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the student's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any student who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes students aged 16 and above who can legally consent to sexual activity. The school will also recognise that students may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a student is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

j) **Modern slavery**

For the purposes of this policy, **"modern slavery"** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a student may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

k) **Femail Genital Mutilation (FGM)**

For the purposes of this policy, **"FGM"** is defined as all procedures involving the 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.

All staff will be alert to the possibility of a student being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The school's procedures relating to managing cases of FGM and protecting students will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a student under the age of 18. Teachers failing to report such cases may face disciplinary action.

Teachers will not examine students, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that students may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the student. It is important to note that the student may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a student may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The student coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the student:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of **"'honour-based' abuse (HBA)"**, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

l) Virginity testing and hymenoplasty

Under the Health and Care Act 2022, it is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

Virginity testing - Also known as hymen, '2-finger' or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

Hymenoplasty - A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands' family to fulfil the requirement that a woman remains 'pure' before marriage. Those who 'fail' to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. The school will educate students about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where students feel safe enough to make a disclosure.

Students aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a student is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A student is known to have requested either procedure or asks for help.
- Family members disclose that the student has already undergone the practices.
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously.
- Concern from family members that the student is in a relationship, or plans for them to be married.
- A close relative has been threatened with either procedure or has already been subjected to one.
- A student has already experienced or is at risk of other forms of HBA.
- A student is already known to social services in relation to other safeguarding issues.
- A student discloses other concerns that could be an indication of abuse, e.g they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling.
- A student displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour.
- A student appears fearful of their family or a particular family member.
- Unexplained absence from school, potentially to go abroad.
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment.

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

The school will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the student, including expediting arrangements for the procedure.

m) Forced marriage

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception.

All staff will be alert to the indicators that a student is at risk of, or has undergone, forced marriage, including, but not limited to, the student:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a student who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL will ensure the student is spoken to privately about these concerns and further action taken as appropriate. Students will always be listened to and their comments taken seriously.

It will be made clear to staff members that they should not approach the student's family or those with influence in the community, without the express consent of the student, as this will alert them to the concerns and may place the student in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among students.

If a student is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The student will be supported by the DSL and senior mental health lead and referrals will be made on a case-bycase basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether students at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where students feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school's RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to students. Students will be encouraged to access appropriate advice, information and support.

n) Radicalisation

For the purposes of this policy, **"radicalisation"** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, **"extremism"** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, **"terrorism"** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting students from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of students being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in students' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify students who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the student's parents, unless the school has reason to believe that the child would be placed at risk as a result.

o) **The Prevent duty**

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as **"the Prevent duty"**. The Prevent duty will form part of the school's wider safeguarding obligations.

The DSL and Deputy DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect students against the risk of radicalisation.

The DSL and Deputy DSL will ensure that all member of staff are aware of the risk indicators and their duties regarding preventing radicalisation.

<u>Risk indicators of vulnerable students</u>

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage.
- Uncomfortable with their place in society.

Indicators of a personal crisis include the following:

- Family tensions.
- A sense of isolation.
- Low self-esteem.
- Disassociation from existing friendship groups.
- Searching for answers to questions about identity, faith and belonging.

Indicators of vulnerability through personal circumstances includes the following:

- Migration.
- Local community tensions.
- Events affecting their country or region of origin.
- Alienation from UK values.
- A sense of grievance triggered by personal experience of racism or discrimination.

Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice.
- Feelings of failure.
- Rejection of civic life.

Indicators of vulnerability through criminality:

- Experiences of dealing with the police.
- Involvement with criminal groups.

Making a judgement

Critical indicators include where the student is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

p) **Channel programme**

Safeguarding students is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable student is at risk of being involved in terrorist activities. In cases where the school believes a student is potentially at serious risk of radicalisation, the DSL will contact the Channel programme and support any staff making referrals to it.

The Channel programme ensures that vulnerable students and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terroristrelated activity. The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or the school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

q) **Building children's resilience**

Rhodes Wood Hospital School will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside spiritual, moral, social and cultural development within our curricular provision and during off timetable days.
- Ensure curriculum planning identifies opportunities to develop a student's knowledge and understanding of FBV and SMSC.
- Allow students time to explore sensitive and controversial issues in education led sessions – using tailored resources to assist in delivery.
- Timetable sessions such as 'Debate Club' to specifically to support conversations around controversial issues and current affairs.
- Provide students with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip students to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach students about how democracy, government and law making/enforcement occur through curriculum opportunities when they arise and explicitly through our PSHE programme.
- Teach students about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK through curriculum opportunities when they arise and explicitly through our PSHE programme.

r) **Students with family members in prison**

Students with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a student with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

s) **Students required to give evidence in court**

Students required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Students will be provided with the booklet 'Going to Court and being a witness' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

t) **Mental health**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a student has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to diagnose mental health problems—the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify students whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how students' experiences can impact their mental health, behaviour, and education.

Staff who have a mental health concern about a student, which is also a safeguarding concern, will act in line with this policy and speak to the DSL or Deputy DSL.

The school will access a range of advice to help them identify students in need of additional mental health support, including working with the wider hospital team.

u) **Serious violence**

Through training, all staff will be made aware of the indicators which may signal a student is at risk from being involved with serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a student's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

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

Staff members who suspect a student may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

v) **Adult involvement in youth-produced sexual imagery**

The school's full response to youth-produced sexual imagery (YPSI) is outlined in the Youth produced Sexual Imagery Policy.

w) **Sexually motivated incidents**

The school will remain aware that not all instances of YPSI will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will be aware of the signs that an adult is involved in the sharing the nude or semi-nude images. These include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing unsolicited sexual images.
- The conversation being moved from a public to a private and/or encrypted platform.
- Being coerced or pressured into doing sexual things, including producing sexual imagery.
- Being offered money or gifts.
- Being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

x) **Financially motivated incidents**

Financially motivated incidents of YPSI involving adults may also be called **"sextortion"**, where the offender threatens to release nudes or semi-nudes of a child or student unless they do something to prevent it, e.g. paying money. In these cases, offenders often pose as children and:

- Groom or coerce the victim into sending nudes or semi-nudes in order to blackmail them.
- Use images that have been stolen from the child or student, e.g. via hacking.
- Use digitally manipulated and/or AI-generated images of the child or student.

Staff will be aware of the signs of sextortion, which include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing sexual images first.
- The conversation being moved from a public to a private and/or encrypted platform.
- Told their online accounts have been hacked in order to obtain images, personal information, and contacts.
- Being blackmailed into sending money or sharing bank account details.
- Being shown stolen or digitally manipulated/generated images of the victim.

Appendix 2 – Safeguarding Reporting Process – Before a Referral is Made

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a student. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.
The actions taken by Rhodes Wood Hospital School are outlined in yellow, whereas actions taken by another agency are outlined in blue.

If a staff member has a concern about a student:

↓

Inform Michelle Fennell-Bergin – School DSL immediately.
In the absence of the SCHOOL's DSL, inform the SCHOOL's DEPUTY DSL, Tanya Rashed, immediately.
In the absence of both SCHOOL DSLs, inform HOSPITAL DSL immediately.

↓

The staff member discusses the concern with the DSL and together, taking into account observations and using professional judgement, is a referral required?

Y ↓

The SCHOOL DSL, in collaboration with the HOSPITAL DSL makes a referral to CSCS, keeping the staff member who raised the concern up-to-date with what action is taken.

N ↓

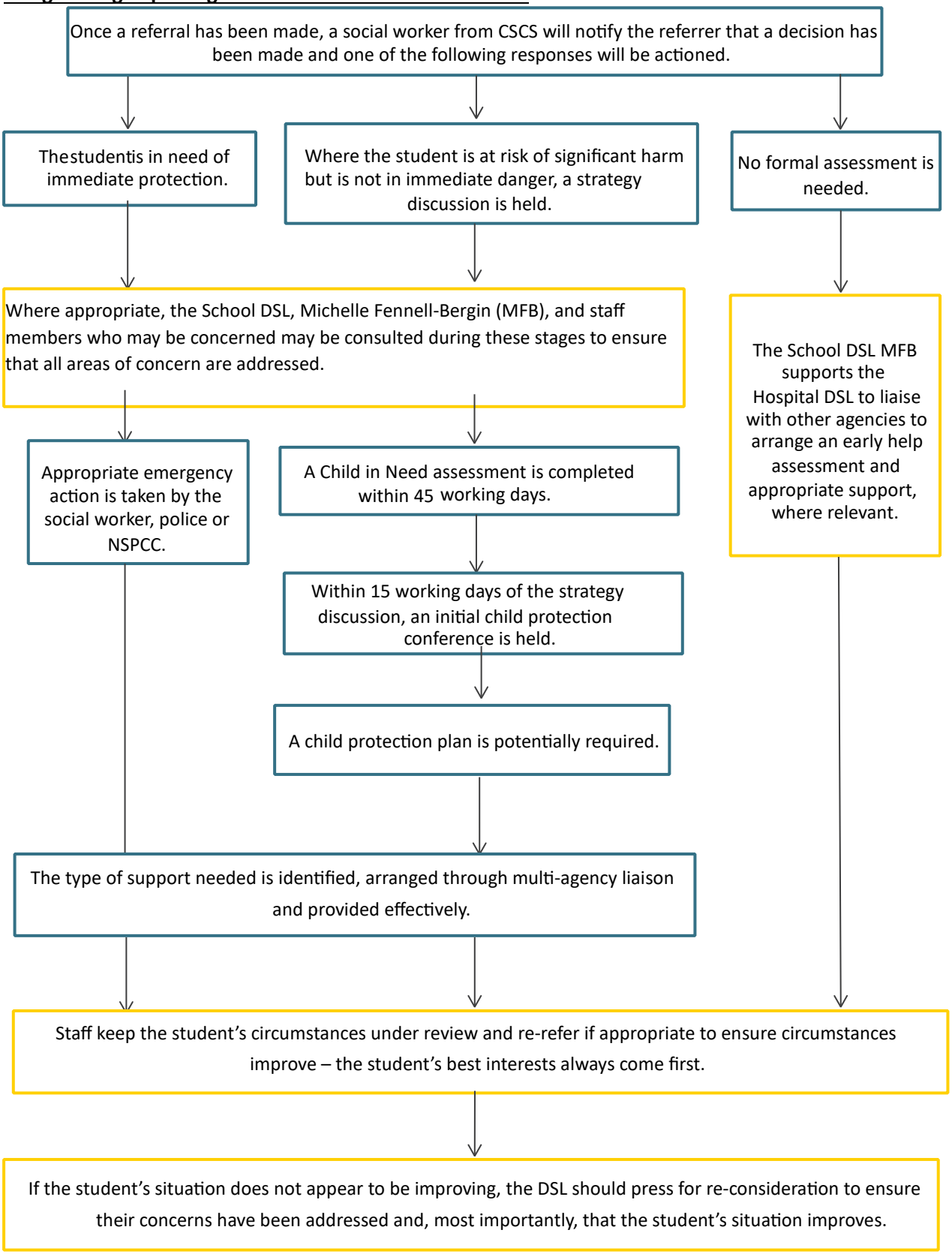
The student continues to be monitored and early help is provided where necessary. If concerns escalate, The School DSL and Hospital DSL will make a judgement as to whether a referral is made to the CSCS.

↓

Within one working day, a social worker from CSCS will make a decision about the type of response that is required and will notify the referrer. Where this information is not forthcoming, the referrer should contact the appointed social worker to follow up the referral.

The steps outlined in the next flowchart are then followed.

Safeguarding Reporting Process – After a Referral is Made



Elysium Children and Education

Rhodes Wood Hospital School

Recording Form for Safeguarding Concerns Part 1

Staff, volunteers and regular visitors are required to complete Part 1 of this form and pass it to Michelle Fennell-Bergin, Headteacher (DSL), the Tanya Rashed. Deputy Headteacher (Deputy DSL) or the Hospital DSL in the school DSL's absence if they have a safeguarding concern about a student in our school.

Full name of student	Date of Birth	Your name and position

Nature of incident/ concern/ disclosure

Please include the date, time and room of where the incident/ concern/ disclosure took place, what you saw, who else was there, what the student said or did, and what you said.

[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]

[Make it clear if you have a raised a concern about a similar issue previously]

Was there an injury? **Yes / No** **Did you see it?** **Yes / No**

Describe the injury:

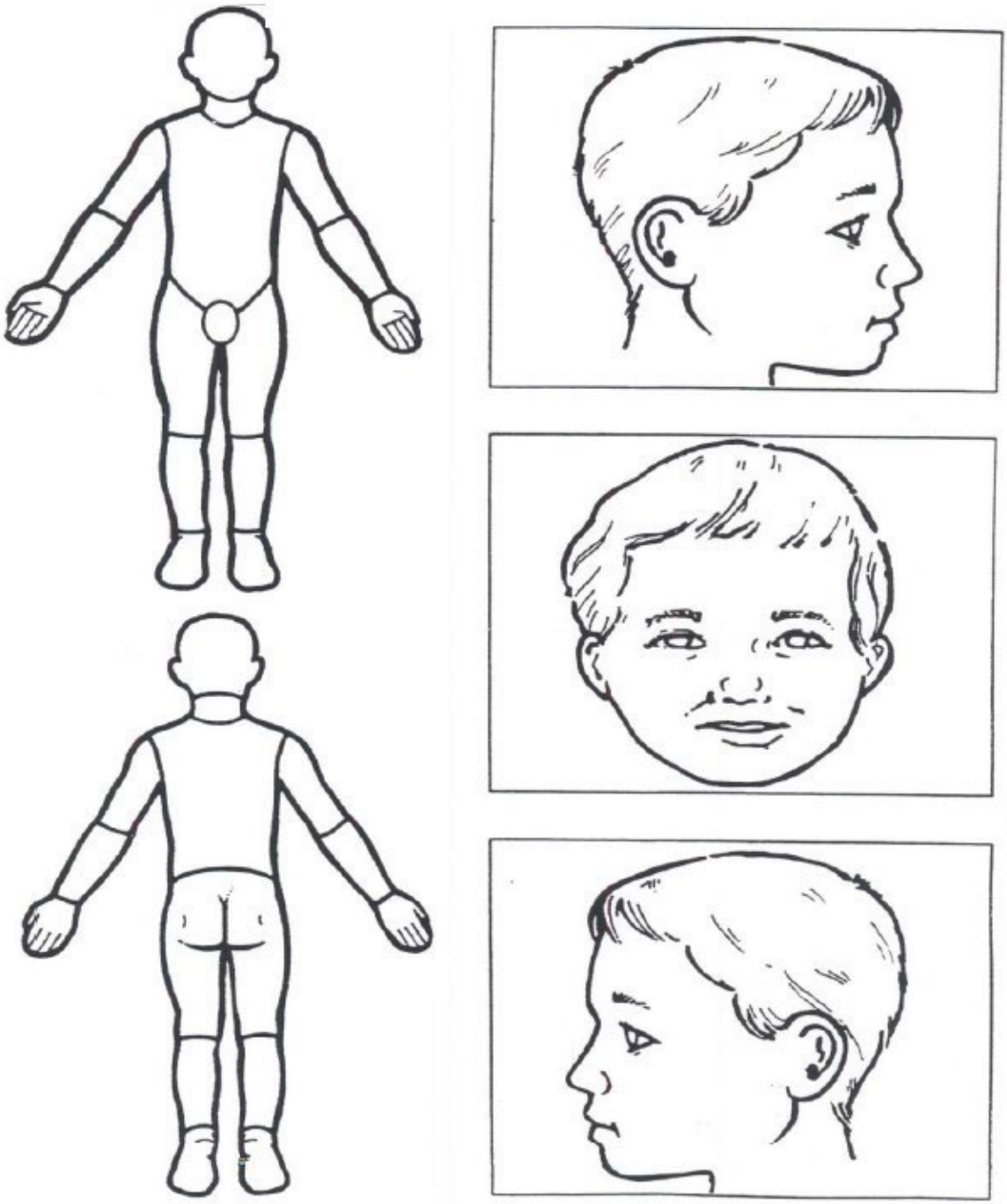
Have you filled in a body plan to show where the injury is and its approximate size? (Please see attached sheet) Yes / No

Was anyone else with you? Who?

Has this happened before? **Yes / No**
Did you report the previous incident? **Yes / No**

Who are you passing this information to?
Name: **Position:**

Body Map – Older Child



Elysium Children and Education

Rhodes Wood Hospital School

Recording Form for Safeguarding Concerns Part 2

To be completed by the DSL, or the Deputy DSL in the DSL's absence.

Nature of incident/ concern/ disclosure:
Immediate Action(s) taken by DSL:
Referred to (including Date and Time):
Further actions taken by DSL (training, supervision, reflective practice, conversations with staff):
Feedback given to:
Parents informed: Yes / No (If No, state reason)
Management Committee Informed: Yes / No (If No, state reason)
Safeguarding Log Completed: Yes / No (If No, state reason)
Sign off by DSL **Full name:** **Designation:** **DSL Signature:** **Date:**