



St Catherine's
School & College

*Specialists in Speech, Language and
Communication Needs*

SAFEGUARDING POLICY

(Updated September 2024)

ST CATHERINE’S SCHOOL, SIXTH FORM CENTRE (POST 16) & RESIDENTIAL PROVISIONS

Please note this policy cover both St Catherine’s School and St Catherine’s College. Reference throughout the policy to school also pertain to college.

CONTENTS

INTRODUCTION

1. PREVENTION	5
2. PROCEDURES	6
2.1 The role of Governors and St Catherine's staff (inc. the DSL)	6
2.2 Liaison with other agencies and children potentially at greater risk of harm	6
2.3 The role of the Family Liaison Officer (FLO)	7
2.4 Looked after Children (LAC) and the role of the Designated Teacher	7
2.5 Record keeping	7
2.6 Confidentiality and information sharing	7
2.7 Communication with parents/carers	8
2.8 Victims, alleged perpetrator and perpetrator	8
3. SUPPORTING THE CHILD AT RISK	8
3.1 Contextual Safeguarding and assessment of risks outside of the home	9
3.2 Child on child Abuse, Sexual Violence and Harassment	9
3.3 Up Skirting, Voyeurism (Offences) Act 2019	11
3.4 Child Criminal Exploitation (CCE) inc. County Lines	12
3.5 Child Sexual Exploitation (CSE)	13
3.6 Child Missing Education (CME)	14
3.7 Missing, Exploited and Trafficked Children (MET)	15
3.8 Preventing radicalisation and extremism: The Prevent Duty	15
3.9 Perplexing presentations (PP), Fabricated or induced illness	16
3.10 Faith Abuse	17

3.11	Modern Slavery	17
3.12	Gangs and youth violence inc. knife crime	17
3.13	Gender based violence/violence against women and girls	18
3.14	Honour based violence	18
3.15	Forced marriage	19
3.16	Female genital mutilation (FGM)	19
3.17	Teenage relationship abuse	20
3.18	Mate crime	20
3.19	Hate crime	21
3.20	Drug use	21
	The Trigger Trio	
3.21	Domestic abuse inc. coercive control	22
3.22	Parental substance misuse	23
3.23	Parental mental health	24
3.24	Young carers	24
3.25	Child mental health	24
3.26	Other specific safeguarding issues relating to individual pupil needs	
	Homelessness	25
	Children and the Court System	25
	Children with Family Members in prison	25
	Pupils with medical conditions (in and out of school)	26
	Special educational needs and disabilities	25
	Early Help, CIN and CP	26
4	Technologies	27
5	Safeguarding processes	
	Safer recruitment: recruitment, selection and pre-employment vetting	27
	Extended schools: before and after school activities	28
	Site security	28
	The taking, use of and storage of images	28
	Community safety incidents	28

6	Safeguarding learning and development for staff	29
	Staff induction	29
	Training for staff	29
	Education for students	29
7	Allegations against members of staff	30
8	Governing body roles and responsibilities	31
9	OTHER RELATED POLICIES/DOCUMENTS	31
	School policies/guidelines	31
10	OTHER DOCUMENTS	31
11	NAMED PERSONS	32
	APPENDIX 1 CONTACT DETAILS	33

Please note the below definitions, which will support you to understand this document:

British values - a set of fundamental values that the UK government has developed to promote social unity and prevent extremism. For further details – please see here: <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

CAMHS - Child and Adolescent Mental Health Services

Child Protection Online Monitoring Service (CPOMS) - is a software application that helps schools monitor child protection, safeguarding, and other welfare issues.

Disclosure Barring Service (DBS) - checks that employers can make on potential employees to see if they have a criminal record.

Keeping Children Safe in Education (KSCIE) - guidance from the Department for Education that applies to all schools and colleges. It sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.

Prevent Duty - a safeguarding duty in education that aims to prevent people from becoming terrorists or supporting terrorism.

SEND – Special Education Needs and Disabilities

RSHE – Relationship, Sex, Health Education

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

INTRODUCTION

St Catherine's is a non-maintained residential special school and college for children and young people with speech, language and communication needs.

St Catherine's fully recognises the responsibility it has under sections 157/175 of the Education Act 2002 to have arrangements about safeguarding and promoting the welfare of children.

The care of children at St Catherine's embodies the fundamental principle of the Children Act 1989 and 2004 that the welfare of the child is paramount.

Safeguarding legislation places a statutory duty on organisations and professionals to work together in the interests of vulnerable children. **Safeguarding is everyone's responsibility.**

This document is to be read alongside the St Catherine's Child Protection policy and staff code of conduct with an intertwined purpose to ensure the protection and welfare of residential and non-residential students, staff and visitors. Through their day-to-day contact with students and contact with parents, staff have a crucial role to play in noticing any and all possible indicators of abuse or neglect and supporting referral to the appropriate agency, normally Children's Services. All staff will complete a Child Protection and Safeguarding Induction Programme when they join the staff team and undertake regular safeguarding training.

This document outlines the commitment and responsibilities of staff and governors at St Catherine's to ensure good practice in promoting an ethos where young people feel secure, are encouraged to talk and, through the student council, complaints system, house group meetings, and tutor time, be active in keeping a questioning and open dialogue between adults and themselves.

This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at St Catherine's.

St Catherine's works within relevant guidance including "Keeping children safe in education: Statutory guidance for schools and colleges" (KSCIE September 2024), "Working Together to Safeguard Children" (December 2023) and Isle of Wight Safeguarding Children Partnership (IOWSCP) inter agency procedures and guidelines.

Safeguarding and promoting the welfare of children is defined for the purposes of KCSIE September 2024 and Working Together to Safeguard Children update Dec 2023 as:

- providing help and support to meet the needs of children as soon as the problem emerges;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

1. Prevention

We recognise that high self-esteem, confidence, supportive friends and a good line of communication with a trusted adult helps prevention.

St Catherine's will therefore adopt a child centred and pro-active approach to safeguarding and for preparing students for life in modern Britain with a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

St Catherine's will:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- keeping the focus on the child when making decisions about their lives and working in partnership with them and their families;
- ensure children know that there are adults at St Catherine's whom they can approach if they are worried or in difficulty including the provision of an independent listener
- ensure there are staff trained in mental health first aid and actively undertaking the role of mental health ambassadors within the wider St Catherine's Mental Health Strategy and wellbeing policy
- include in the curriculum activities and opportunities for Personal Social Health Education (PSHE) which equip children with the skills they need to stay safe from abuse and to know who to turn to for help; this will include e-safety and cyberbullying;
- include in the curriculum and care programme material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- ensure that the PSHE programme follows the National Curriculum guidelines, and works alongside an individual care programme to reinforce essential skills for every child. Self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the programmes;
- ensure that the planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly and appropriately, covers issues including:
 - healthy and respectful relationships and behaviours, including self-care
 - boundaries and consent
 - stereotyping, prejudice and equality
 - body confidence and self-esteem
 - How to recognise and an abusive relationship (including coercive and controlling behaviour)
 - The concepts of and laws relating to sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, honour based violence and how to access support

- what constitutes sexual harassment and violence and why they are always unacceptable
- ensure children know that there are adults at St Catherine's whom they can approach for mental health support; and
- ensure that the Family Liaison Officer is proactive in applying the Family Approach Protocol

We also recognise that when a child has a social worker, it is an indicator that the child is likely to be more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

2. Procedures

St Catherine's will follow the procedures set out in Inter-agency working Procedures guidance produced by the IOWSCP. This includes procedures for the education service. **See appendix 1 for contact details.**

There are designated senior members of staff responsible for child protection. St Catherine's will:

- ensure it has, as a minimum, a designated senior member of staff who has undertaken, as a minimum, the Designated Senior Person training course, accredited by the local Safeguarding Children Board;
- ensure that the Principal has the same level of training to act in the same capacity as needed;
- ensure that there is a Deputy Designated Senior Person with the same level of training;
- ensure this training is updated every two years in accordance with government guidance;
- recognise the role of the Designated Person/Deputy and ensure they have the time and training to undertake the duties;
- ensure there are contingency arrangements should any of these people be unavailable;
- ensure that the Designated Person will take advice from a child protection specialist when managing complex cases;
- ensure that if staff have a concern about the Designated Senior Person they will know that they need to go directly to the Principal or Chair of Governors/Trustees as appropriate.

2.1 The role of governors and staff

St Catherine's will ensure every member of staff and every governor knows:

- the name of the Designated Senior Persons and the Deputy and the nature of the role;
- that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the procedures;
- that they have read, understood and can apply St Catherine's Safeguarding and Child Protection policy procedures;
- that they must complete the weekly safeguarding questionnaire;
- it is mandatory for attendance to annual safeguarding/child protection training events and courses such as Safer Recruitment, if applicable.

All governors will receive appropriate safeguarding and child protection training (including online) at induction to their role to equip them with the knowledge to strategically challenge and support.

The Designated Safeguarding Lead

The St Catherine's Designated Safeguarding Lead (DSL) is a member of the senior leadership team and is appropriately qualified. The DSL takes the lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

2.2 Multi - agency working and children potentially at greater risk of harm

Whilst all children should be protected, we recognise that some children are potentially at risk of greater harm. Our students may have a social worker due to safeguarding or welfare needs. We recognise that experiences of adversity and trauma can leave children vulnerable to further harm, as well as educational disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Where a child has a social worker, this information will be considered as a matter of routine when considering concerns around safety or welfare. When we feel a child may be in need of social care intervention we apply a proactive approach to raising our concerns.

St Catherine's will:

- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences;
- notify the local Children's Services team if:
 - we should have to suspend a student with a child protection plan (whether fixed term or permanently);
 - there is an unexplained absence of a student with a child protection plan of more than two days duration from St Catherine's (or one day following a weekend, or as agreed as part of any child protection or core group plan);
- attend and facilitate meetings for students that attend St Catherine's who are open at various threshold levels such as Early Help, Child in Need and Child Protection.

St Catherine's will maintain good links with the Local Authority Designated Officer (LADO). The Designated Safeguarding Lead (DSL) will deliver training/update sessions to staff on the role of the LADO.

2.3 Family Liaison Officer (FLO)

The FLO works to develop and maintain strong and effective relationships between the St Catherine's and home. This role starts from the arrival of any student to St Catherine's supporting attendance and communication. The FLO is the key member of staff working alongside the DSL and is part of the wider safeguarding team, attending meetings with professionals from Children's Services and, if applicable, the local Education and Inclusion service. The FLO and the DSL will meet on a regular basis to review and monitor all students open to Children's Services and those who concerns have been raised about.

St Catherine's Family Liaison Officer is: Mrs Lucy Reed

2.4 Looked after Children (LAC) and the Designated Teacher

St Catherine's recognises that a child who is in care or has historically been in care will have additional vulnerabilities and challenges. The Designated Teacher at St Catherine's takes additional responsibility for closely monitoring the progress and welfare of LAC and participating in all related professionals meetings.

The St Catherine's Designated Teacher is: Ms Jenn Walker

2.5 Record keeping

St Catherine's will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken) even where there is no need to refer the matter to Children's Services immediately;
- ensure that all records are kept secure and in locked location, or recorded onto CPOMS for secure online monitoring of child protection, safeguarding and for the wider student pastoral welfare concerns;
- ensure the child's voice is included in all records.
- The DSL will maintain written records of all concerns, discussions and decisions, including the rationale for those decisions. This includes instances where referrals were or were not made to another agency such as children's social services or the Prevent program.

2.6 Confidentiality and information sharing

- Staff will ensure confidentiality protocols are adhered to and information is shared appropriately - (Information sharing; advice for practitioners providing safeguarding services DfE 2018). If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- The Principal or Designated Person will only disclose information about a student to other members of staff on a need to know basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. The Data Protection Act 2018 and GDPR "do not prevent the sharing of information for the purposes of keeping children safe" (Keeping Children Safe in Education 2024).
- All staff must be aware that they cannot make a promise to a child to keep a secret and it will always be in the victim's best interest to seek advice and guidance

2.7 Communication and working with parents

St Catherine's will:

- undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this; for example, a parent or carer knowing may put the child at additional risk
- ensure that parents have an understanding of the responsibility placed on St Catherine's and staff for child protection by setting out its obligations in St Catherine's prospectus/website;
- ensure parents have an awareness that there may need to be discussions with other professionals with regard to child protection without informing them first;
- offer training and advice to parents with regard to safe use of the internet which will include social networking sites.

2.8 Victims, alleged perpetrator and perpetrator

St Catherine's understands that:

- Not everyone that has been subjected to any form of abuse considers themselves a victim or would want to be described in that way.
- We will be prepared to use any term that the child feels most comfortable with when managing an incident should one occur
- We will be careful of the terminology used when discussing 'alleged perpetrators' or 'perpetrators' as in some cases, abusive behaviour can be harmful to the perpetrator too.

3. Supporting the child at risk

- We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- St Catherine's may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at St Catherine's their behaviour may be challenging and defiant or they may be withdrawn.
- Children may not feel ready or know how to tell someone they are being abused/exploited or neglected and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this will prevent our staff from having 'professional curiosity' and speaking to the DSL if they have concerns.
- We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.
- St Catherine's will endeavour to support the young person through:
 - a broad and balanced curriculum, where children are taught to recognise when they are at risk and how to get help when they need it:
 - St Catherine's ethos, which promotes a positive, supportive and secure environment and gives students a sense of being valued, which encourages self-esteem and motivation;
 - St Catherine's positive behaviour policy which is aimed at supporting vulnerable young people. All staff will apply a consistent approach, which focuses on the communicative function of the behaviour the child is displaying but does not damage his/her sense of self-worth. St Catherine's will endeavour to ensure that the young person knows that some behaviour is unacceptable but s/he is still valued;
 - St Catherine's online safety policy includes a section on keeping children safe at St Catherine's when using their own devices.
 - filtering and monitoring systems for the internet, to protect them from inappropriate content when using the St Catherine's network. However, many pupils are able to access the internet using their own data plan:

- to minimise and monitor the risk of inappropriate use, the pupils own devices have an app “Qustodio” that prevents pupils having inappropriate access to their network whilst in the St Catherine's environment;
- residential and non-residential students must adhere to the appropriate internet use policy and education in this area links with the residential homes boarding children reside in;
- liaison with other agencies which support the young person such as;
 - o Early Help, Children’s Services, Child and Adolescent Mental, Health Services, Youth Trust, Educational Psychology Service, Welfare Services and the Local Authority;
- a commitment to develop productive, supportive relationships with parents and carers, with recognition that children living in a home environment where there is domestic abuse are in need of support and protection;
- vigilantly monitoring children’s welfare, keeping records and notifying Children’s Services immediately if there is a recurrence of a concern.
- Should an allegation of abuse be made against another student, the students involved will be kept safe and separate whilst the procedures outlined in our **Child Protection Policy 2024** are followed.
- When a young person on the child protection register leaves, information will be transferred to the new school immediately. The child review manager will also be informed.

3.1 Contextual Safeguarding/Assessment of risk outside the home

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside St Catherine's and /or can occur between children outside of St Catherine's. All staff, in particular the Designated Safeguarding Lead, are asked to consider the context within which such incidents and/or behaviours occur and whether children are at risk of abuse and/or exploitation in situations outside of their families. As a school and college we will always consider the various factors that can impact the life of any pupil for whom we have concerns. We will consider all levels of influence that these factors may have on their ability to be protected and remain free from harm. What life is like for our students outside of the school/college gates, within the home, within the family and within the community, are key considerations for the DSL and wider safeguarding team when assessing any concerns.

“This is recognised as contextual safeguarding, which simply means assessments of children consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Such an approach enables any assessment to consider all the available evidence and the full context of any concerns” (Keeping Children Safe in Education, updated September 2024).

3.2 Child on child abuse, Sexual Violence and Sexual Harassment

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This type of abuse should not be dismissed as ‘banter’ or just growing up. Child on child abuse can involve:

- bullying (including cyber-bullying);

- sexual violence and sexual assaults (which could be gender- or race-based);
- sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- the production/sharing of nude/semi-nude pictures (previously known as sexting)
- initiation/hazing type violence and rituals.

St Catherine's Anti-Bullying Policy provides guidance on bullying and all incidents of bullying will be reported and managed through our anti-bullying procedures. Staff at St Catherine's understand the importance of recognising signs of child on child abuse and how to respond and report.

St Catherine's educates its students about healthy relationships, consent and bullying (including cyber-bullying) through assemblies, PSHE, sex and relationships education and ICT lessons – so that children and young people can recognise abuse and know they can seek help where child on child abuse is suspected.

If there is a risk of immediate serious harm, a referral will be made to the children's social care team immediately. Part 5 Keeping Children Safe in Education Sept 2024 guidance is about managing reports of child on child sexual violence and sexual harassment.

"**Hazing**" refers to any activity expected of someone joining a group (or to maintain full status in a group) that intentionally humiliates, degrades, causes embarrassment, ridicule or risks emotional and/or physical harm, to members of a group/ gang or team regardless of the person's willingness to participate.

Child on child sexual Violence and Sexual Harassment (SVSH) can occur between two children of any age and sex from primary to secondary age and into colleges. It can also occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. This can occur online and off-line (both physical and verbal) and is never acceptable. Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBTQ+ children are at greater risk. We also recognise that both the ages and stages of the development of the children in our care are critical factors in our approach to managing SVSH. Harmful sexual behaviour can also occur online and/or face to face and can also occur simultaneously between the two young people.

At St Catherine's all staff receive training about sexual violence and sexual harassment and what to do if they have a concern. Our school and college has a zero tolerance approach to SVSH; we are clear that it is not acceptable. This includes any sharing of sexual images and videos, sexual jokes, comments or taunting in person or on social media. We will always challenge all behaviours that have a sexual nature to them and impose appropriate levels of disciplinary action and support to all involved. Staff will remain vigilant and intervene early to prevent any low level behaviours becoming abusive experiences and fully support any students that experience any form of trauma and/or abuse, ensuring they have access to appropriate support.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers - (Legislation.gov.uk). Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- being more prone to peer group isolation than other children;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At St Catherine's school we classify our pupils as those who might need more support to be kept safe or to keep themselves safe, since all students have SEND.

Sexual Violence is referring to sexual offences such as;

- rape
- assault by penetration
- sexual assault.

Sexual Harassment

The guidance 'Keeping Children Safe in Education' (updated September 2024) states that: "When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; grabbing genitalia, bottoms and breasts; pulling down trousers, flicking bras, lifting up skirts and pulling down tops
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images (including nudes/semi-nudes) and videos in cases of "sexting". We follow the guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017 Sexing in schools and colleges, responding to incidents, and safeguarding young people".
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats."

St Catherine's safeguarding procedures will also be taken into consideration when the alleged perpetrator is part of the St Catherine's community that he/she should also be provided with safeguarding support as appropriate. The DSL will always take the lead role in these situations.

3.3 Up Skirting, Voyeurism (Offences) Act 2019 which criminalise the act of ‘up skirting’ (KCSIE 2024)

- The Criminal Prosecution Service (CPS) defines up skirting as a colloquial term referring to the action of placing equipment, such as a camera or mobile phone, beneath a person’s clothing without the person’s consent to do so and with the intention of viewing their genitals or buttocks in order to obtain sexual gratification, or to cause the victim humiliation, distress or alarm.
- It is not only confined to victims wearing skirts or dresses it equally applies when men or women are wearing kilts, cassocks, shorts and trousers.
- It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.

If staff become aware that up skirting has occurred, this will be treated as a sexual offence and reported accordingly to the DSL and onwards to the police, if appropriate.

3.4 Child Criminal Exploitation (CCE)

The statutory guidance ‘Keeping Children Safe in Education’ (updated September 2024) states that:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity;

- in exchange for something the victim needs or wants;
- for the financial or other advantage of the perpetrator or facilitator;
- through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other younger people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer with changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late;
- children who regularly miss school/college or education or do not take part in education.

County Lines. Criminal exploitation of children and vulnerable adults

'Criminal Exploitation of children and vulnerable adults: County Lines guidance' (Home Office, July 2017) states, "County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

The guidance continues, "County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons".

St Catherine's recognises that some of the indicators of county lines involvement and exploitation are:

- persistently going missing from school/college or home and/or being found out-of-area;
- unexplained acquisition of money, clothes or mobile phones;
- excessive receipt of texts/phone calls;
- relationships with controlling/older individuals or groups;
- leaving home/care without explanation;
- suspicion of physical assault/unexplained injuries;
- parental concerns;
- carrying weapons;
- significant decline in school/college results/performance;
- gang association or isolation from peers or social networks; and
- self-harm or significant changes in emotional well-being.

In such circumstances, St Catherine's staff will act in accordance with the procedures set down by the Isle of Wight Safeguarding Children Partnership (IOWSCP) which shares this information with local authority social care services. If there is a risk of immediate serious harm to a child, a referral will be made to the police immediately.

3.5 Child Sexual Exploitation (CSE)

The statutory guidance 'Keeping Children Safe in Education' (updated September 2024) states that: "Child sexual exploitation" [CSE] is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- in exchange for something the victim needs or wants; or
- for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploration may include;

- acquisition of money, clothes, mobile phones, without plausible explanation;
- gang-association and/or isolation from peers/social networks;
- exclusion or unexplained absences from school or college;
- leaving home/care without explanation and persistently going missing or returning late;
- excessive receipt of texts and phone calls;
- returning home under the influence of drugs/alcohol;
- inappropriate sexualised behaviour for age/sexually transmitted infections;
- evidence of/suspicious of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers)
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours;
- self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

- having a prior experience of neglect, physical and/or sexual abuse;
- lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality);
- recent bereavement or loss;
- social isolation or social difficulties;
- absence of a safe environment to explore sexuality;
- economic vulnerability;
- homelessness or insecure accommodation status;
- connections with other children and young people who are being sexually exploited;
- family members or other connections involved in adult sex work;
- having a physical or learning disability;
- being in residential care; and
- sexual identity.

This information can be found in: Child sexual exploitation: definition and a guide for practitioners (DfE 2017).

CSE can affect any child or young person (male or female) under 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge e.g. through others copying videos or images they have created and posted on social media.

The above CCE indicators can also be indicators of children who have older girl/boy friends.

St Catherine's believes that all young people should be kept safe from harm and that we will be vigilant for any signs of CSE and take action as appropriate with the DSL initiating local safeguarding procedures, including referral to the local authority's children's social care team and the police.

Staff need to understand that:

- a child under the age of 13 is not legally capable of consenting to sex or any other type of sexual touching;
- sexual activity with a child under 16 is an offence;
- non-consensual sex is rape whatever the age of the victim; and
- consent cannot be given, even where a young person may believe due to their age being 16 or over are voluntarily engaging in sexual activity with the person who is exploiting them.

3.6 Child Missing Education (CME)

- The statutory guidance 'Keeping Children Safe in Education' (updated September 2024) states that: *"Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues".* This may include a potential indicator of abuse, neglect, radicalisation as well as child sexual and criminal exploitation, particularly county lines. St Catherine's staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, child criminal exploitation and to help prevent the risks of going missing in the future."

St Catherine's applies a proactive approach to supporting students who are repeatedly absent and/or deliberately missing education to identify barriers and potential risks and prevent them from becoming child missing in education in the future.

- The guidance continues, "Schools... should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage".
- In addition to the guidance above, St Catherine's will also have due regard to the non-statutory advice for schools set out in 'Children missing education – Statutory guidance for local authorities' (DfE, September 2016). St Catherine's will inform the appropriate local authority of any student

who is going to be added to or deleted from the admission register at a non-standard transition point. In line with its school attendance procedures, St Catherine's has procedures in place to monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school/college this is carried out by our family liaison officer or the St Catherine's nurses. St Catherine's has at least 2 contact numbers for parents/carers.

In response to the guidance in Keeping Children Safe in Education (2024) St Catherine's has;

- staff who understand what to do when children do not attend regularly;
- appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions);
- staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage;
- procedures to inform the local authority when we plan to take pupils off role when they: -
 - leave St Catherine's to be home educated;
 - move away from St Catherine's location;
 - remain medically unfit beyond compulsory school age;
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded.

We will ensure that pupils who are expected to attend St Catherine's, but fail to take up the place will be referred to the local authority.

When a pupil leaves St Catherine's, we will record the name of the pupil's new school and their expected start date.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in the future. Staff should be aware of their school's college unauthorised absence and children missing from education procedure. Consideration will always be given to missing lessons, single missing days and continuing missing days. Absence will always be viewed as both a safeguarding issue and an educational outcomes issue and steps will be taken to support both.

3.7 Missing, Exploited and Trafficked Children (MET)

Within Hampshire and the Isle of Wight the acronym MET is used to identify all children who are missing; believed to be at risk of or are being exploited; or who are at risk of or are being trafficked. Given the close links between these issues, there has been a considered response to view them as potentially linked, so that crossover is not missed. At St Catherine's, any concerns that a child is at risk of or being exposed to being MET will be escalated to the appropriate organisations, students will be supported and multi-agency links will be robust.

3.8 Preventing Radicalisation and Extremism. Prevent Duty. Children at risk of being drawn into terrorism.

St Catherine's accepts its duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015) regarding the need to prevent young people from being drawn into terrorism. This duty is known as the Prevent Duty. The Prevent Duty 2023 outlines a need to prevent people from being drawn into terrorism, becoming terrorists or supporting terrorism.

- Staff training will highlight the need to be vigilant to the threat of radicalisation (the process of a person legitimising support for, or use of, terrorist violence).
- St Catherine's will be vigilant in identifying any young person who may be vulnerable to radicalisation and will take steps to protect him/her. Any unusual activity or changes to a student's behaviour will be noted and reported to a senior member of staff. The Designated Safeguarding Lead (DSL) who has received training on the Prevent Duty and will decide on the appropriate course of action in line with this policy. A risk assessment will be carried out. If there is a serious concern about a student then a referral to the Channel programme will be considered. Staff at St Catherine's receive training to understand and raise concerns around identifying any signs that a child may be being radicalised. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation and the grooming of children can occur through a variety of methods, such as the internet and social media. A part of the preventative provision, resilience to radicalisation is built through the promotion of fundamental British values in various curriculum areas at St Catherine's.
- **Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- Students will be given information on a regular basis and in various formats about keeping themselves safe in the real world and on-line. This will include, but not be limited to, assemblies, PSHE lessons, ICT lessons, Social Interaction lessons and individual sessions with staff/students.
- Through the curriculum, students will be given an understanding of what fundamental British values are.
- The internet will have effective filtering systems to reduce the risk of inappropriate material being available to students. Their use of the internet will be monitored and any searches which indicate a potential threat to a young person will be highlighted. Staff will also manage pupils' use of their own devices whilst in school or college.
- Should a person at St Catherine's be identified as being involved in terrorist-related activity, the police will be informed.
- Extremism is defined as the promotion or advancement of a ideology based on violence, hatred or intolerance, that aims to:
 - negate or destroy the fundamental rights and freedoms of others; or
 - undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or

- intentionally create a permissive environment for others to achieve the results set out above (Definition of extremism Gov 2024).

- Recognising Extremism may include: -
 - showing sympathy for extremist causes;
 - making remarks or comments about being at extremist events or rallies ;
 - evidence of possessing illegal or extremist literature;
 - glorifying violence, especially to other faiths or cultures;
 - evidence of possessing illegal or extremist literature;
 - advocating messages similar to illegal organisations or other extremist groups;
 - out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
 - secretive behaviour;
 - online searches or sharing extremist messages or social profiles;
 - intolerance of difference, including faith, culture, gender, race or sexuality;
 - graffiti, art work or writing that displays extremist themes;
 - attempts to impose extremist views or practices on others;
 - verbalising anti-Western or anti-British views;
 - advocating violence towards others.

3.9 Perplexing presentations (PP)/ Fabricated or Induced Illness (FI)

Perplexing Presentations (PP) has been introduced to describe those situations where there are indicators of possible FI which have not caused or brought on any significant harm. It is important to highlight any potential discrepancies between reports, presentation of the child and independent observations of the child. What is key to note are implausible descriptions and/or unexplained finding and/or parental behaviour.

FI - St Catherine's acknowledges this rare form of child abuse, which may include parents/carers fabricating signs and symptoms of illness, falsifying medical records, letters or documents, or inducing illness.

St Catherine's recognises that the following may be signs of such abuse:

- frequent and unexplained absences from school or college, particularly from PE lessons;
- regular absences for doctor's or hospital appointments;
- repeated claims by parent(s) that a child is frequently unwell and that s/he requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which staff have not themselves noticed (e.g. headaches, tummy aches, dizzy spells); and
- frequent contact with opticians and/or dentists or referrals for second opinions.

In such circumstances, St Catherine's staff will act in accordance with the procedures set down by the IOWSCP and refrain from conducting their own enquiries. If there is a risk of immediate serious harm to a child, a referral will be made to children's social care immediately.

3.10 Faith abuse

St Catherine's recognises that certain kinds of child abuse are linked to faith or belief. These include belief in witchcraft, spirit possession, demons or the devil and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation.

St Catherine's standard child safeguarding procedures will apply in all cases where abuse or neglect is suspected, including those which may be linked to particular belief systems. If there is a risk of immediate serious harm to a child, a referral will be made to children's social care immediately.

3.11 Modern Slavery

Slavery is an illegal practice that still continues today. Students may be at risk and therefore staff need to be vigilant.

Modern slavery takes a number of forms such as:

- being forced to work - through mental or physical threat;
- being owned or controlled by an 'employer', usually through mental or physical abuse or the threat of abuse;
- being dehumanised, treated as a commodity or bought and sold as 'property';
- being physically constrained or having restrictions placed on their freedom of movement.

If a member of staff is concerned that a student is subject to modern slavery they must follow the safeguarding procedures and report their concerns to the designated safeguarding lead.

3.12 Gangs and youth violence

Home Office advice defines gangs as, *"a relatively durable, predominantly street-based groups of young people who: see themselves (and are seen by others) as a discernible group; engage in criminal activity and violence; lay claim over territory; have some form of identifiable structural feature; and are in conflict with other, similar gangs."*

Gangs and knife crime;

It is illegal to carry any knife, including folding knives in a public place even if it belongs to someone else, if there is intent to use it as a weapon.

3.12.1 St Catherine's recognises that the early warning signs of gang involvement or youth violence include aggression, truancy and substance use.

3.12.2 Should St Catherine's be affected by gang and youth violence, staff will work with the local police and appropriate community safety partners to develop an effective approach which might include:

mentoring programmes; bullying prevention; improving social skills and resilience; involving parents; and/or cognitive behavioural therapy. Further advice can be found on the Safe4me website.

3.13 Gender-based violence / Violence against women and girls

<http://gov.uk/government/policies/violence-against-women-and-girls>

The Government has a strategy looking at specific issues facing women and girls. Within the context of this safeguarding policy the following sections are how we respond to violence against girls; female genital mutilation (FGM), forced marriage, honour based violence and teenage relationship abuse all fall under this strategy. In addition to this, Home Office advice states that these terms cover a number of other offences including domestic abuse, stalking and sexual assault.

St Catherine's educates its students about healthy relationships and consent so that children and young people recognise abuse and know they can seek help.

If there is a risk of immediate serious harm, the police will be called otherwise a referral will be made to social care.

3.14 Honour Based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing also known as breast flattening, this is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing. These family or community pressures can include multiple perpetrators. It is important to be aware of the dynamic and additional risk factors when deciding what form of safeguarding action to take.

HBA is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based abuse might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion
- Want to get out of an arranged marriage
- Want to get out of a forced marriage
- Wear clothes or take part in activities that might not be considered traditional within a particular culture
- Convert to a different faith from the family
- Are exploring their sexuality or identity

Women and girls are the most common victims of honour-based abuse, however, it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- Domestic abuse
- Threats of violence
- Sexual or psychological abuse
- Forced marriage
- Being held against your will or taken someone against your will

- Assault

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If staff believe that a pupil is at risk or has already suffered from HBA, they will report to the DSL who will follow the usual safeguarding referral process, however if it is clear a crime has been committed or the pupil is at immediate risk, the police will be contacted in the first instance. If HBA is known or suspected, communities and family members will not be spoken to prior to the police or social care contact as this could increase the risk to the child.

3.15 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion are used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.

Advice and help can be obtained nationally through the Forced Marriage unit and locally through the police safeguarding team and children's social care. Policies and practices in St Catherine's reflect the fact that all members of staff including teachers have important responsibilities with regards to pupils who may be at risk of forced marriages including following procedure if they have concerns.

Since February 2023, it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or any other forms of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

3.16 Female Genital Mutilation (FGM).

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. It affects girls particularly from north African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits and it interferes with the natural function of girls and women's bodies.

St Catherine's believes that all young people should be kept safe from harm. St Catherine's School and College will always be vigilant to any signs of FGM and take action as appropriate. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It is mandatory for teachers to report known cases of FGM to the police. In these situations, the DSL and/or Principal will be informed and the member of teaching staff must call the police to report suspicion that FGM has occurred. For cases where it is believed that a girl may

be vulnerable to FGM or there is a concerns that she may be facing FGM, the staff will inform the DSL who will report it to the police.

St Catherine's will be particularly vigilant for any of the following risk factors:

- low level of integration into UK society;
- mother or sister who has undergone FGM;
- girls who are withdrawn from PSHE;
- a visiting female elder from the country of origin;
- being taken on a long holiday to the family's country of origin;
- talk about a 'special' event or procedure to 'become a woman'.

St Catherine's will be particularly vigilant for any of the following symptoms of FGM:

- difficulty walking, sitting or standing;
- spending longer than normal in the bathroom or toilet;
- unusual behaviour after a lengthy absence;
- reluctance to undergo normal medical examinations;
- asking for help, but not being explicit about the problem due to embarrassment or fear

3.17 Teenage relationship abuse

Relationship abuse can take place at any age and describes unacceptable behaviour between two people that are in a relationship. Research has shown that teenagers do not always understand what may constitute abusive and controlling behaviour, such as, checking someone's phone, telling them what to wear, who they can and can't speak to or coercing them into activities they are not comfortable with. At St Catherine's we fully recognise that students who have SEND are at an increased risk of vulnerability as they navigate through teenage relationships. This lack of understanding can lead to these abusive behaviours feeling normal and therefore left unchallenged. At St Catherine's we provide education and therapeutic support to help prevent our students becoming victims and perpetrators by understanding and thinking about their behaviours, the behaviour of others and their understanding of consent. This forms part of our PSHE and Sex and Relationship Education (SRE) curriculum.

3.18 Mate crime

Although there is no statutory definition of mate crime in UK law, the term is generally understood to refer to the befriending of individuals, who are perceived by perpetrators to be vulnerable, for the purposes of taking advantage of, exploiting and/or abusing them.

St Catherine's recognises that mate crime:

- can be associated strongly, but not exclusively, with individuals with a learning disability, learning difficulties or mental health conditions;
- involves additional and complex issues to understand which sometimes resonate with cases of domestic abuse; and
- perpetrators are likely to be perceived as close friends, carers or family members and will use this relationship for exploitation.

St Catherine's recognises further that:

- an individual experiencing mate crime can sometimes be unaware of any hidden motives;
- individuals with a learning disability, learning difficulties or mental health conditions may have less control and ability to develop and maintain friendships and this can lead to an acceptance of unequal relationships; and
- and the relationship is likely to be of some duration and, if unchecked, may lead to a pattern of repeat and worsening abuse.

Additionally, St Catherine's acknowledges that the following features of mate crime can provide significant challenges to recognising and providing support for victims:

- social isolation;
- lack of support from agencies;
- fear of reporting;
- perpetrators' use of threats to control victims;
- accusations of sexual misconduct; and
- lack of recognition of requests for help.

St Catherine's recognises that perpetrators of mate crime may try to exploit the following forms of abuse:

- financial abuse (lending or stealing money or exploiting labour);
- physical abuse (exerting force to control the individual);
- emotional abuse (manipulating or misleading the victim, making them feel worthless);
- sexual abuse (coercing the victim into prostitution or exploiting them sexually); and/or
- criminal exploitation (coercing or grooming the victim to commit criminal offences).

St Catherine's recognises that some of the indicators the victims of mate crime may display are:

- noticeable changes in behaviour;
- unexplained injuries;
- bills not being paid and/or sudden loss of assets;
- weight loss;
- isolation from usual contacts;
- withdrawal from services;
- changes in behaviour and/or mood; and/or
- changes in friends or noticeable forms of control.

In such circumstances, St Catherine's staff will act in accordance with the procedures set down by the IOWSCP and share this information with local authority social care services. If there is a risk of immediate serious harm to a child, a referral will be made to the police immediately.

In addition, St Catherine's recognises that, in many situations, mate crime will be an example of disability hate crime and will be reported to the police as such.

3.19 'Hate Crime'

Hate crime is when a person, or group of people, bullies or hurts someone because they do not like who they are. This can be a crime or harassment, which is perceived to be motivated by malice, or ill will, towards a social group, by the victim or any other person. This can take many forms:

- on-line abuse;
- letters;
- verbal abuse; and/or
- physical abuse.

The attacker could be any age or anyone - a stranger, a parent, a carer, a friend or a neighbour. Hate crimes are any crimes that are targeted at a person because of hostility or prejudice towards that person's:

- disability;
- race or ethnicity;
- religion or belief;
- sexual orientation; and/or
- transgender identity.

St Catherine's recognises that some of the indicators the victims of hate crime may display are those that are the same as mate crime:

- noticeable changes in behaviour;
- unexplained injuries;
- bills not being paid and/or sudden loss of assets;
- weight loss;
- isolation from usual contacts;
- withdrawal from services;
- changes in behaviour and/or mood; and/or
- changes in friends or noticeable forms of control.

Hate crime will be reported to the police.

3.20 Drug use

If it has been reported to us that a young person is believed to have illegal drugs on their person or concealed within the school/college environment, St Catherine's will contact the police for advice and support. St Catherine's will also action child protection procedures when there is evidence or reasonable cause:

- to believe the young person's drug misuse may cause him/her to be vulnerable to other abuse such as sexual abuse, CSE, CCE;
- to believe the young person's drug-related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults; such as County Lines and Child Sexual Exploitation;
- where the misuse is suspected of being prompted by serious parent/carer drug misuse.

The DfE Searching, Screening and Confiscation guidelines (July 2022) will be followed if it becomes necessary to carry out a search for the illegal drugs.

The Trigger Trio

The term 'Trigger Trio' has replaced the previous phrase 'Toxic Trio' which was used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common **features** of families where harm to adults and children has occurred. The Trigger Trio are viewed as indicators of increased risk of harm to children and young people. These factors will have a contextual impact on the safeguarding of children and young people.

3.21 Domestic Abuse including coercive control

The Domestic Abuse Act 2021 received Royal Assent on the 29th of April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to; emotional, physical, sexual, financial or psychological, such as;

- kicking, hitting, punching or cutting;
- rape (including in a relationship);
- controlling someone's finances by withholding money or stopping someone earning;
- controlling behaviour, like telling someone where they can go and what they can wear;
- not letting someone leave the house;
- reading emails, text messages or letters;
- threatening to kill someone or harm them;
- threatening to another family member or pet; and

- exposure to domestic abuse and /or violence can have serious, long lasting emotional and psychological impact on children.
- Extra-familial harms may also include sexual harassment and domestic abuse in their own intimate teenage relationships

NSPCC-UK domestic - abuse Signs and Symptoms that a child has witnessed domestic abuse can include:

- aggression or bullying;
- anti-social behaviour, like vandalism;
- anxiety, depression or suicidal thoughts;
- attention seeking;
- bed-wetting, nightmares or insomnia;
- constant or regular sickness, like colds, headaches and mouth ulcers;
- drug or alcohol use;
- eating disorders;
- problems in school or trouble learning;
- tantrums; and
- withdrawal.

All children can witness and be adversely affected by abuse in the context of their home life where domestic abuse occurs between family members. Witnessing domestic abuse can have both a profound and lasting effect on children and they can be both victims and perpetrators in their own relationships too. Abuse can include ill treatment that is not physical and witnessing the ill treatment such as domestic abuse can adversely affect children.

Coercive control, the use of control and coercion in relationships is a form of domestic abuse and, since December 2015, a criminal offence.

Controlling and coercive behaviour is outlined in Government guidance issued under section 77 of the Serious Crime Act 2015 as part of the Government's non-statutory definition of domestic violence and abuse. It is described as:

- a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain;
- depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour;
- an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim;

- Coercive control is a form of abuse that involves multiple behaviours and tactics which reinforce each other and are used to isolate, manipulate and regulate the victim. This pattern of abuse creates high levels of anxiety and fear. This has a significant impact on children and young people, both directly, as victims in their own right, and indirectly due to the impact the abuse has on the non-abusive parent. Children may also be forced to participate in controlling or coercive behaviour towards the parent who is being abused;
- In some cases, a child may blame themselves for the abuse or for when the family has had to leave the family home as a result.

(Working Together to Safeguard Children Dec 2023)

The Designated Safeguarding Lead will be notified by the police under their Domestic Abuse “Operation Encompass” initiative when called to a home of a child from St Catherine’s School and College.

3.22 Parental substance misuse

Substance misuse applies to the misuse of alcohol as well as ‘problem drug use’, defined by the Advisory Council on the Misuse of Drugs as drug use which has ‘a serious negative consequence of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them’.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children, the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adults’ dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties – inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite friends to their home
- Tiredness or lack of concentration
- Child talking of or bringing onto school drugs or related paraphernalia
- Injuries/accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance/late arrival
-

These behaviours themselves do not indicate that a child’s parents are misusing substances but should be considered as indicators that this may be the case. If staff at St Catherine’s believe that a child is living with parental substance misuse, this will be reported to the DSL.

3.23 Parental mental health

The term ‘poor mental health’ is used to cover a wide range of conditions. Parental mental illness does not necessarily have an adverse impact on a child’s developmental needs, but it is essential to always assess its implications for each child in the family. It is essential to always assess its implications for each child in the family.

It is essential that the diagnosis of a parent/carers mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk. For children, the impact of poor parental mental health can include:

- The parent/carer's needs or illnesses taking precedence over the child needs
- The child's physical and emotional needs being neglected
- The child acting as a young carer for a parent or sibling
- The child having restricted social and recreational activities
- The child finding it difficult to concentrate, potentially having an impact on educational achievement
- The child missing school/college regularly and they are kept at home as a companion/support for the parent
- The child adopting paranoid or suspicious behaviour as they believe their parent's delusions
- Witnessing self-harming behaviour and suicide attempts
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to mental health, the information will be shared with the DSL.

3.24 Young Carers

As many as 1 in 12 children and young people provide care for another person. This could be a parent, a relative or a sibling and for varying different reasons including disability, mental health needs or adults who are misusing drugs or alcohol. Pupils who provide care for another are Young Carers. These young people can miss out on opportunities and the requirement to provide care can impact on school/college attendance or punctuality, limit time for homework, desire activities and social time. At St Catherine's, if we feel one of our students may be caring for another, we will raise this with children's social care and ensure relevant support is offered.

3.25 Child Mental Health

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

St Catherine's have:

- as a school/college recognised the importance of being vigilant and have a dedicated team of mental health first champions to ensure children know that there are adults in the school/college whom they can approach if they are worried or in difficulty and;
- a dedicated, integrated mental health team available for all students for mental health talking, art and dance therapy and a process in place for internal referral that all staff are aware of
- a process in place to make referrals to and work with external professionals such as local bereavement services, Barnardos, Youth Trust and CAMHS (NHS); and

- an active approach in finding opportunities to teach and support good mental health and wellbeing.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. At St Catherine's we recognise and monitor the balance between the risk and protective factor is most likely to be disrupted when difficult events happen in pupils' lives such as loss or separation, life changes and traumatic events.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following our child protection policy and speaking to the Designated Safeguarding and Mental Health Leads (KCSIE Sept 2024).

3.26 Other specific safeguarding issues

Homelessness

Being homeless or being at risk of being homeless presents a real risk to a child's welfare. Contact should be made to the Local Housing Authority or if there is a risk of serious harm to a child to social services.

Homelessness Duty; Homeless Reduction Act 2017 (Working Together to Safeguard Children Dec 2023)

The duty to refer applies to;

- all social services functions, including early help, leaving care and child protection; and is intended to increase early identification and intervention, which is critical for safeguarding against homelessness. Earlier intervention can help prevent children and young people becoming homeless, and the possibility of them being considered 'intentionally homeless' and so not owed a long-term housing duty.

Children and the Court System

Children who find themselves having to give evidence in court can get advice from the Ministry of Justice-Going to Court booklets for children aged 5-11 and 12-17. Professionals working with children can get advice from the NSPCC –Young Witness Service-Supporting a Child in Court.

Children with Family Members in Custody or affected by parents' offending

Advice and support can be found through the National Information Centre on Children of Offenders (NICCO). Early Help should be considered for children who have a parent/carer in custody.

In all instances of issues relating to the specific safeguarding issues outlined above, St Catherine's staff will work with designated professionals and other agencies as appropriate, including the local authority and police as necessary. Any such disclosures will follow St Catherine's normal safeguarding protocols. If there is a risk of immediate serious harm to a child, a referral will be made to children's social care immediately.

Pupils with medical conditions (in school/college)

We will ensure that sufficient staff are trained to support any pupil with a medical condition. All relevant staff will be made aware of the condition in order to understand their medical needs and risks and be aware of their individual support needs.

Pupils with medical conditions (out of school/college)

There will be occasions when children are temporarily unable to attend school or college on a full time basis due to their medical needs. This could be due to long term illness, post-operative or injury care or due to mental health problems. This situation will be closely monitored by the FLO and DSL and for absences of more than 15 continuous school/college days, the Education and Inclusion service will be contacted to advise and support.

Special educational needs and disabilities

Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for a disproportionate impact on children with SEND, for examples by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties
- having fewer outside contacts than other children
- receiving intimate care from a considerable number of carers, which may increase the risk of exposure to abusive or harmful behaviours which can make it more difficult to set and maintain physical boundaries
- having an impaired capacity to resist or avoid abuse
- having communication difficulties that may make it difficult to tell others what is happening
- being inhibited about complaining for fear of losing services
- being especially vulnerable to bullying and intimidation
- being more vulnerable than other children to abuse by their peers

We will respond to this by:

- Making it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment
- Ensuring that disabled children receive appropriate personal health and social education (including SRE)
- Ensuring our students know how to raise concerns and give them access to a range of adults with whom they can communicate in their most preferred or needed way of communication
- Recognising and utilising key sources of support including staff in school/college, friends and family members where appropriate
- Developing the safe support services that families want and a culture of openness and joint working with parents and carers in the part of services
- Ensuring that guidance on good working practice is in place and being followed in relation to all areas of working with children

3.27 Early Help, Child In Need, Child Protection (CP)

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

- is disabled and has specific additional needs;

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has experienced multiple suspensions, is at risk of being permanently excluded from school, colleges and in alternative provision or a pupil referral unit
- has a parent or carer in custody or is affected by parent offending
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from education, care or home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.

(KCSIE Sept 2024)

Early help assessments

Early help is defined as ‘support for children of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse’ (KCSIE 2024).

Children and families may need support from a wide range of local organisations and agencies. Where a child and family would benefit from coordinated support from more than one organisation or agency (e.g. education, health, housing, police) there should be an inter- agency assessment.

These early help assessments should be evidence-based, be clear about the action to be taken and services to be provided and identify what help the child and family require to prevent needs escalating to a point where intervention would be needed through a statutory assessment under the Children Act 1989.

A lead practitioner should undertake the assessment, provide help to the child and family, act as an advocate on their behalf and co-ordinate the delivery of support services. A GP, family support worker, school nurse, teacher, health visitor and/or special educational needs coordinator could undertake the lead practitioner role. Decisions about who should be the lead practitioner should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

It should be undertaken with the agreement of the child and their parents or carers, involving the child and family as well as all the practitioners who are working with them. It should take account of the child’s wishes and feelings wherever possible, their age, family circumstances and the wider community context in which they are living.

Practitioners should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children’s social care should set out the process for how this will happen.

In cases where agreement to an early help assessment cannot be obtained, practitioners should consider how the needs of the child might be met. However, practitioners should still inform individuals that their data will be recorded and shared and the purpose explained to them. If at any time it is considered that the child may be a child in need, as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any practitioner.

(Working Together to Safeguard Children Dec 2023)

The FLO and/or DSL will both contribute to and attend all meetings for children open to social care at levels above early help such as Child in need and child protection and liaise closely with the team around that child and their wider family.

All staff are aware of the local early help process and understand their role within it. Additionally, they are aware of the process of making referrals to the local authority when they are concerned about a child.

4. Technologies – to be read in conjunction with our bullying, incorporating cyberbullying policy and also our online safety policy.

Our staff receive appropriate online safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. Staff also receive regular updates as required and at least annually in order to continually provide them with the relevant skills and knowledge to safeguard children effectively in line with our aim to be a digitally safe environment.

Technology and software is continuously developing with an increase in functionality of devices that our students can access and use. We are aware that our students use online tools to communicate with others locally, nationally and internationally. Access to the internet and other tools that technology provides our students with is a valuable way of finding, sharing and communicating information and both enabling and extending learning. We understand artificial intelligence (AI) MAY enhance how pupils learn, and we know that there are concerns around the risks for young people, especially as this is a new form of technology. The development of any AI tools for young people will be met with prioritising their safety and security. This includes ensuring that children and young people are not accessing or creating harmful or inappropriate content online through generative AI, and that their data and intellectual property is protected.

We are also mindful that our students are vulnerable to others who may use it to be harmful. This can be based on content, contact, conduct and commerce.

Online safety and social media – we educate our students through our planned curriculum and through responsive action when issues arise in how to keep safe online and how to recognise risks. We extend this support to parents and carers. This includes potentially harmful and inappropriate material on the internet such as unwanted contact, grooming, online bullying, digital footprint, accessing and generating inappropriate content and artificial intelligence.

At St Catherine's we seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents, carer and governors
- Clear communication and guidance to parents and carers when incidents occur and their responsibilities
- St Catherine's internet safety software protection, Smoothwall

- Our Qustodio app that is installed on student's mobile phones- the app is installed on all phones that are brought into school. If the app is not installed, then it is requested that students do not bring their mobile phones into school.
- Curriculum activity involving raising awareness about staying safe online
- Information included in newsletters and on our website
- High profile events e.g: Safer Internet Day
- Our Online Safety policy

St Catherine's ensures it has appropriate filtering and monitoring on school/college devices and school/college networks.

5. Safeguarding Processes

Safer recruitment: Recruitment, selection and pre-employment vetting

St Catherine's operates safer recruitment practices including ensuring appropriate DBS, barred lists, prohibition checks, reference checks are undertaken according to "Keeping Children Safe in Education: Statutory guidance for schools and colleges" Part 3 (Updated September 2024).

We have a robust pre-employment checklist which also includes an online search on shortlisted candidates to help us identify any issues that are publicly available online. Refer to the Recruitment policy for further details. St Catherine's recruitment procedures help deter, reject or identify people who are not suitable to work with children.

St Catherine's will consult with the Local Authority Designated Officer (LADO), **(see appendix for contact details)**, in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Isle of Wight Safeguarding Children Partnership and Keeping Children Safe in Education September 2024 section 4.

St Catherine's will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at St Catherine's and that any notifications of any concerns are made to the relevant authorities and professional bodies and included in references where applicable.

St Catherine's will ensure that all staff, governors, volunteers and contractors are aware of the need for maintaining appropriate and professional boundaries in their relationships. Further advice on this can be found on our Code of Conduct policy.

St Catherine's will ensure that staff and volunteers are aware that sexual relationships with students under the age of 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

St Catherine's maintains a clear and up to date single central record which is checked termly and monitored by governors.

In addition, as part of our shortlisting process, St Catherine's will carry out an online search as part of our due diligence on any shortlisted candidates. This enables us to identify any issues that have happened and are publicly available which we may wish to explore with the applicant at interview. We will inform all shortlisted candidates that these searches will be undertaken.

Site security

We aim to provide a secure site but also recognise that our site is only as secure as the people who use it. Therefore, all people on site have to adhere to the rules which govern it. These are:

- All gates are locked except at the start and end of the school/college day
- Doors are kept closed to prevent intrusion
- Visitors and volunteers enter at the receptions and must sign in
- Visitors and volunteers are identified by a visitor lanyard and a sign in record
- Children are only allowed home during the school/college day with someone who has parental responsibility or permission has been given by the person holding this
- All students leaving or returning during the school/college day have to sign out and in
- Empty classrooms have windows closed

Taking and the use and storage of images

We will seek consent from the parent/carer of our pupils and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in St Catherine's publications, printed media or on electronic publications. We will seek consent for the period the pupil remains on roll with us and unless we have specific written permission, we remove photographs after a child (or teacher) appearing in them leaves the school/college or consent is withdrawn. Photographs will only be taken on St Catherine's owned equipment and stored on the St Catherine's network. No images of pupils will be taken or stored on privately owned equipment by staff members. Visitors, volunteers and contractors are prohibited from taking photographs whilst on our sites unless permission has been given e.g. they have been commissioned by St Catherine's to take photographs. Photographs will only be shared for legitimate reasons e.g. to accompany a press article about St Catherine's.

Community safety incidents

Other community safety incidents in the vicinity of our school or college can raise concerns amongst children and parent, for example, people loitering nearby or unknown adults engaging children in conversations, or gang related activity. As our pupils get older and are granted more independence (for example walking to school on their own) it is important they are given practical advice on how to keep themselves safe in line with their understanding and need. We provide this support to all students as part of our integrated curriculum and independence programmes.

6. Safeguarding Learning and Development for staff

Staff induction

The DSL will provide all new staff with training to enable them both to fulfil their role and understand our Child Protection and Safeguarding policies as well as the staff behaviour policy and code of conduct and part one and two of KCSIE 2024.

Training for staff

St Catherine's will provide training for all staff from the point of their induction, and updated every two years. All staff members will receive safeguarding and child protection training yearly, updates via emails and staff meetings as required, but at least annually to provide them with the relevant skills and knowledge to safeguard children effectively. This will ensure that they know:

- their personal responsibility;

- the Child Protection policy and procedures;
- the Safeguarding policy and procedures;
- the staff Code of Conduct;
- Online safety policy
- St Catherine's Positive Behaviour policy;
- St Catherine's Equality, Diversity and Inclusion policy;
- St Catherine's procedures for managing children who are Missing Education;
- the name of the Designated Safeguarding Lead /Deputies;
- how to be vigilant in identifying suspected cases of abuse, neglect and exploitation;
- how to support and respond to a child who tells of abuse.

Senior staff and relevant governors will complete 'Safer recruitment' training.

Regular training to staff by the LADO or by a senior member of St Catherine's staff trained to deliver the role of the LADO will be offered as far as is possible every two years.

Other relevant training will be provided as it becomes available (with examples including *Keeping children safe on-line* and *E-safety*). A copy of part one of "Keeping Children Safe in Education" and Annex A (updated September 2024) will be provided to staff on induction and updated yearly to all staff as required. The IOWSCP list of training events and advice on safeguarding will be made available to all staff and Governors.

Part 5 of Keeping Children Safe in Education Sept 2024 guidance is about managing reports of child on child sexual violence and sexual harassment.

St Catherine's will ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children. St Catherine's will then ensure that such concerns are addressed sensitively and effectively, in a timely manner and in accordance with the agreed whistle-blowing policy.

Education for students

St Catherine's actively seeks and promotes opportunities for the teaching of safeguarding. Students will be educated in the various ways of keeping safe, both physically and in relation to online technology. Within the curriculum these areas are covered in PSHE, ICT, Sex and Relationships Education, Physical Education, and Functional Communication. Other areas are covered within the life-skills and independence programmes. St Catherine's assemblies are regularly used to reinforce this area and visiting groups are used as appropriate (e.g. the police, theatre groups). An annual Spiritual, Moral, Social, Cultural calendar unites all areas of engagement and involvement, underpinning fundamental British values.

7. Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors

Any concern about the behaviour or conduct of a member of staff, supply teacher, volunteer or contractor should be reported immediately to the Principal and DSL/Vice Principal. The Principal will decide whether it is a matter for the Local Authority Designated Officer (LADO) and act accordingly.

Low level concerns can arise in a variety of ways and from various sources; at St Catherine's, these concerns should be made to the DSL and /or the Principal, if appropriate.

Any concern about the behaviour or conduct of the Principal should be reported immediately to the Chair of Trustees. The Chair will decide whether it is a matter for the LADO and act accordingly.

At all times the guidance in Part 4 of "Keeping children safe in education" (September 2024) will be followed.

Refer to our Child Protection Policy

8. Governing Body child protection responsibilities

The Governing Body fully recognises its responsibilities with regards to child protection, safeguarding and promoting the welfare of children. It will:

- designate a governor for safeguarding and child protection who will oversee St Catherine's Safeguarding and Child Protection policy and practice and champion child protection issues;
- ensure they receive a termly report on child protection matters to include changes affecting Child Protection policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum.

Extended schools: before and after school activities

- If the governing body provides extended school/college facilities (before or after school activities) directly under the supervision or management of St Catherine's staff, St Catherine's arrangements for child protection as written in the policy shall apply.
- Where services or activities are provided separately by another body, the governing body will seek assurance that the body concerned has appropriate policies in place for safeguarding children and child protection and there are arrangements to liaise with St Catherine's on these matters where appropriate.

9. Other related policies/documents

St Catherine's policies/guidelines:

- Child Protection Policy
- Safeguarding Policy
- Online safety policy
- Relationships, sex and health education policy
- Student mobile device policy
- Adult safeguarding policy;
- Anti-bullying policy;
- Physical intervention policy (use of reasonable force);
- Positive behaviour policy;
- Code of conduct;
- Confidentiality policy;
- Data protection policy;
- Equality, diversity and inclusion policy;
- Health and safety policy;
- ICT policy (including acceptable use policies);
- Intimate care policy;
- Lone working guidelines;
- Missing student policy;
- PSHE policy;
- Alcohol, smoking and substance abuse policy
- Privacy policies (for students, parents/carers and staff, trustees and volunteers);
- Recruitment policy;
- Safe practice guidelines;
- Social interaction policy;
- Whistle-blowing policy.

These policies/guidelines, along with all other policies and guidelines, are available on St Catherine's network on the ("M") drive in a folder marked Policies.

10. Other documents

- Working Together to Safeguard Children. This guidance covers the legislative requirements placed on individual services (DfE latest update Dec 2020).
- Safeguarding Children and Safer Recruitment in Education (DfE April 2012).
- Keeping Children Safe in Education, KSCIE (DfE Sep 2024)
- The Prevent duty: Departmental advice for schools and childcare providers (DfE Jun 2015).
- Isle of Wight Social Services and Housing Directorate 'Adult Protection and Procedural Policy' and 'Adult Protection Practice Guidance'.

These documents, along with other useful Child Protection information, are available to all staff on the Sharing ("S") drive of St Catherine's network in a folder marked 'Child Protection'.

11. Named persons

Designated members of staff for Child Protection at St Catherine's are currently:

Jenn Walker	Vice Principal, Designated Safeguarding Lead and Designated Teacher of Looked After Children
Sarah Thompson	Principal and DDSL
Danny Carmichael	Nominated Safeguarding Governor
Katherine Cotton	Head of Residential and DDSL
Danny Bush	Deputy Head of Residential and DDSL
Lucy Reed	Family Liaison Officer, DDSL and Mental Health Lead
Joanne Elliott	Head of Sixth Form

Signed: 

Date: 5th September 2024

Sarah Loftus Chair of Children and Learning Committee

Signed:



Danny Carmichael Safeguarding Governor

Date: 5th September 2024

Signed:



Jenn Walker Designated Safeguarding Lead

Date: 5th September 2024

Signed:



Graham Pengelly, Chair of the Governing Body

Date: 5th September 2024

Monitored by Governors

SAFEGUARDING POLICY APPENDIX 1

CONTACT DETAILS

Safeguarding Children Partnership (IOWSCP) Hampshire/Isle of Wight

01983 814545

SCP@iow.gov.uk

The three statutory partners for the Isle of Wight are

- 1. The Local Authority Chief Executive,**
- 2. The Accountable Officer of the Clinical Commissioning Group**
- 3. The Chief Officer of Police.**

Chair IOWSCP Ashley Whittaker

LADO – Hampshire Children's Services, 01962 876364, child.protection@hants.gov.uk

Children's Services: Children's Reception Team (CRT) for access to MASH – the Multi-Agency Safeguarding Hub:

To Report a Child Welfare or Safeguarding Concern;

For making a safeguarding referral. Use the on-line interagency referral form (IARF) iowcpsprofessional@hants.gov.uk

or telephone 0300 300 901 Professionals' Line Only

Out of hours 03300 555 1373

In an emergency situation call the police direct on 999

To share non-urgent information with the police, please complete a Community Partnership Information (CPI) form

Ofsted, Royal Exchange Buildings, St Ann's Square, Manchester, M2 7LA

Mencap - www.mencap.org.uk

Anti-terrorism hotline: 0800 789 321 For making a Prevent referral

SENDIASS (Special Educational Needs and Disabilities Information and Support Services - 01983 82548

Supporting pupils at school with medical conditions -

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Children's Services - floor 3 County Hall, Newport Isle of Wight PO30 1UD 01983 823434

SEND Code of Practice 0 - 25 years - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children's Disabled Team, Floor 3, County Hall, Newport, Isle of Wight PO30 1UD: 01983 823 084

Early Help and Early Help Assessment (EHA)

CAF Team, Floor 3, County Hall, Newport, Isle of Wight PO30 1UD

Phone: For existing EHAs 01983 823171

Phone: For new EHAs 0300 300 0901 (Professionals), 0300 300 0117 (Public) Opening times: Monday to Thursday, 9am to 5pm and Friday, 9am to 4.30pm

Adult Safeguarding Team / Initial Adult Social Care Contact (IASCC) Team

County Hall, High Street, Newport, Isle of Wight PO30 1UD Office hours: 01983 823340 Out-of-office hours (Wight Care): 01983 821105 Email: safeguardingconcerns@iow.gov.uk

IOW Safeguarding Children's Partnership, (IOWSCP) Jubilee Stores, The Quay, Newport, Isle of Wight, PO30 2EH: 01983 814545,

You Trust- Domestic Abuse Helpline 0800 234 6266 youfirstiow@youtrust.org.uk

Homeless under 18s 01983 823889

Adult Social Care, Housing and Family Support, County Hall, Newport, Isle of Wight, PO30 1UD 01983 823040

Hate Crime on the Isle of Wight can be reported directly to the police or reported through the Citizens Advice which is a Third-party reporting centre. 03444 111 444

NSPCC helpline: 0808 800 5000

NSPCC Whistleblowing Advice Line: 0800 028 0285; email help@nspcc.uk

CEOP – for reporting sexually abused, exploited and/or groomed on-line incidents
www.ceop.police

The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772
and helpline@saferinternet.org.uk

UKCCIS (sexting advice for schools and colleges)

Mental Health 24/7 Crisis Advice- 01983 522214

CAMHS- Child and Adolescent Mental Health Services Isle of Wight 01983 523602

Youth Trust -Isle of Wight 01983 529569

Isle of Wight Crisis line for Children and Young People—0300 303 1590

Samaritans- 116 123 (contact times 1700-2200)