



## Ruthin School

<b>CHILD PROTECTION POLICY</b>	
Version	
Effective from	May 2020
Extent of Policy	Ruthin School
Policy Owner	Mr Mark Rimmer
Governor	Mr Jamie Pope
Review by	September 2021
Frequency of Audit	Annual
Circulation	
Publication	Website

# Child Protection Policy

## KEY EXTERNAL CONTACT DETAILS

<b>Local Authority Education Safeguarding Officer</b>	Wayne Wheatley TEL: 07500 123965 EMAIL: <a href="mailto:wayne.wheatley@denbighshire.gov.uk">wayne.wheatley@denbighshire.gov.uk</a>
<b>Local Authority Children's Social Services</b>	TEL: 01824 712200 EMAIL: <a href="mailto:cfsgateway@denbighshire.gov.uk">cfsgateway@denbighshire.gov.uk</a> OUT OF HOURS EMERGENCY DUTY TEAM TEL: 0345 053 3116
<b>Support and Advice about Extremism</b>	<b>Police</b> EMERGENCY: 999 NON EMERGENCY NUMBER: 101  <b>Department for Education</b> NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a>
<b>NSPCC whistleblowing advice line</b>	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
<b>Children's Commissioner in Wales Whistleblowing investigation and advice line</b>	Children's Commissioner for Wales Oystermouth House Phoenix Way Llansamlet Swansea SA7 9FS 01792 765600 FAX: 01792 765601 <a href="mailto:post@childcomwales.org.uk">post@childcomwales.org.uk</a>
<b>Children's Commissioner in Wales</b>	Sally Holland  Children's Commissioner for Wales Oystermouth House Phoenix Way, Llansamlet Swansea, SA7 9FS  01792 765600 <a href="mailto:post@childcomwales.org.uk">post@childcomwales.org.uk</a>
<b>Disclosure and Barring Service</b>	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: <a href="mailto:dbsdispatch@dbs.gsi.gov.uk">dbsdispatch@dbs.gsi.gov.uk</a>

<b>Education Workforce Council</b>	<p>Education Workforce Council 9<sup>th</sup> Floor, Eastgate House 35-43 Newport Road Cardiff CF24 0AB</p> <p>TEL: 029 2046 0099 FAX: 029 2047 5850 Twitter: @ewc_cga</p>
<b>Estyn Safeguarding Children</b>	<p>TEL: 02920 446482 EMAIL: <a href="mailto:safeguarding@estyn.gov.wales">safeguarding@estyn.gov.wales</a></p>

**KEY SCHOOL CONTACT DETAILS**

<b>Council of Management</b>	<p><b>Chair of Council of Management</b> Mrs Tracey Kerrigan EMAIL: <a href="mailto:kerrigan@ruthinschool.co.uk">kerrigan@ruthinschool.co.uk</a></p> <p><b>Trustee with a special Interest in Safeguarding</b> Mr Jamie Pope EMAIL: <a href="mailto:popej@ruthinschool.co.uk">popej@ruthinschool.co.uk</a></p>
<b>Designated Senior Person (DSP)</b>	<p><b>DSP for the School</b> Mr Mark Rimmer TEL: 07799468995 EMAIL: <a href="mailto:rimmerim@ruthinschool.co.uk">rimmerim@ruthinschool.co.uk</a></p>
<b>Deputy Designated Senior Person</b>	<p><b>Deputy DSP for the School</b> Mr Mike Williams TEL: 01824702543 EMAIL: <a href="mailto:williamsma@ruthinschool.co.uk">williamsma@ruthinschool.co.uk</a></p>
<b>Designated Teacher for Looked After Children</b>	<p>Mr Mark Rimmer TEL: 07841 405034 EMAIL: <a href="mailto:rimmerim@ruthinschool.co.uk">rimmerim@ruthinschool.co.uk</a></p>
<b>Headmaster</b>	<p>Mr P Wallace-Woodroffe Email: <a href="mailto:headmaster@ruthinschool.co.uk">headmaster@ruthinschool.co.uk</a></p>

## **POLICY STATEMENT**

This policy applies to Ruthin School (“the School”). This policy is reviewed and updated annually (as a minimum) and is available on the School website.

This policy has regard to the following guidance from England and Wales:

- Guidance for education settings on peer sexual abuse, exploitation and harmful sexual behaviour
- Keeping learners safe, The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002
- The Wales Safeguarding Procedures <https://www.safeguarding.wales/index.html>
- WG, Keeping Learners Safe (KLS), January 2015
- Safeguarding children in education: handling allegations of abuse against teachers and other staff April 2014
- Statutory guidance to help prevent children and young people from missing education March 2017 (Children Missing Education)
- The Revised Prevent duty guidance: for England and Wales (Prevent) July 2015
- Multi-Agency Guidance on FGM April 2016
- National Minimum Standards for Boarding Schools 2003 and National Minimum Standards for Residential Special Schools 2003
- ISSWRs 2003
- Safeguarding Children – Working Together Under the Children Act 2004 (WT) April 2007
- The Prevent duty: Departmental advice for schools and childcare providers June 2015
- The use of social media for on-line radicalisation July 2015
- National Minimum Standards for Regulated Child Care April 2016

This policy also takes into account the procedures and practice of Denbighshire County Council as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board.

## **CONCERNS ABOUT A CHILD**

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone’s** responsibility.

The School has arrangements for listening to children and providing early help.

## **Definitions of Safeguarding and Types and Signs of Abuse**

Safeguarding and promoting the welfare of children is defined as protecting children from abuse and neglect, preventing impairment of their health or development and ensuring that they receive safe and effective care to enable them to have optimum life chances.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

## **PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD**

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below.

- yours is a listening role.
- do not interrupt the child if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child.
- you must report orally to the School's designated senior person for child protection immediately.
- make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the School's designated person for child protection. The note which should be clear in its use of terminology should record the time, date, place and people who were present and
- should record the child's answers/responses in exactly the way they were said as far as possible. Remember, your note of the discussion may be used in any subsequent court proceedings.
- do not give undertakings of absolute confidentiality.
- your responsibility in terms of reporting concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.
- if the allegation is against a parent, the parent will not be contacted unless advised by social services to do so.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing, using wherever possible, the "My Concern" computer software. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Once the concern has been recorded it will be assigned to a trusted user or full user. The assigned person will update the concern and action any development of the concern. It is safely stored in my concern and either filed as completed or still open and ongoing.

Where there is a safeguarding concern, this must be reported even if child does not wish a report to be made. The School operates its processes with the best interests of the pupil at their heart.

### **What staff should do if they have concerns about a child**

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSP to agree a course of action although staff can make a direct report to children's social care. If anyone other than the DSP makes a report, they should inform the DSP as soon as possible that a report has been made. If a child's situation does not appear to be improving, the DSP (or the person that made the report) should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSP and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

### **What staff should do if a child is in danger or at risk of harm**

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate report to children's social care (01824 712200) and/or the Police. Anyone can make a report. Any such report must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for reports to statutory agencies such as the police and children's social care. If anyone other than the DSP makes a report, they should inform the DSP as soon as possible that a report has been made. Staff should challenge any inaction and follow this up with the DSP and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions

should be recorded in writing.

The School's Local Safeguarding Children Board is the North Wales Safeguarding Children's Board. A full copy of their local procedures can be found at [www.northwalessafeguardingboard.wales](http://www.northwalessafeguardingboard.wales).

### **What staff should do if a child is seen as at risk of radicalisation**

Staff should follow the School's normal report processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a report to Channel, Channel is part of the Prevent strategy, the process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999. Advice and support can also be sought from children's social care.

### **What staff should do if they discover an act of Female Genital Mutilation ('FGM')**

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSP and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the link to the procedure to be followed where they suspect that a pupil may be at risk of FGM.

### **What staff should do if a child goes missing from education**

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are contained in the Missing Child Policy.

The School will report to the relevant local authority, Wayne Wheatley (TEL: 07500 123965), where a day pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

### **What staff should do if they have concerns about another staff member**

If staff have concerns about another staff member, then this should be reported to the DSP. Where there are concerns about the Head of School, this should be reported to the Chair of Council of Management, [kerrigant@ruthinschool.co.uk](mailto:kerrigant@ruthinschool.co.uk). In the event of allegations of abuse being made against the Head of School, staff are referred the Staff Allegations Policy.

### **What staff should do if they have concerns about safeguarding practices in the school**

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's whistleblowing procedures which can be found in the Staff Handbook. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline and the Children's Commissioner in Wales can be found on the Key Contacts page at the start of this policy.

## **ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS**

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault and gender-based issues. Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be excluded from the School during the investigation. The School will take advice from the LOCAL AUTHORITY CHILDREN’S SOCIAL SERVICES on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LOCAL AUTHORITY CHILDREN’S SOCIAL SERVICES, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the LOCAL AUTHORITY CHILDREN’S SOCIAL SERVICES and/ or the Police as appropriate.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported and support from external agencies will be sought, as appropriate.

## **ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)**

Please refer to the Staff Allegation policy on this matter.

## **SAFER RECRUITMENT**

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, two references are sought for all employees, referees are telephoned on receipt of references to check authenticity and to check there are no safeguarding concerns. All employees have a right to work check. Teachers are required to show original professional certificates at interview, all staff details are added to the School' Staff Central Register, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. The DBS will be seen before a member of staff can start at school. If the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

The appropriate staff have received “Safer Recruitment” training.

## **MANAGEMENT OF SAFEGUARDING**

The School’s DSP is Mr Mark Rimmer who is a member of the leadership team.

The DSP contact details can be found on the Key Contacts page at the start of this policy.

The DSP's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSP's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSP works with the Headmaster and Council of Management to review and update the School's safeguarding policy. Where a pupil leaves the School, the DSP will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSP will ensure secure transit and obtain confirmation of receipt.

The DSP regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSP, or in the absence of action, directly to local children's services.

During term time, the DSP or Deputy will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the DSP or Deputy will be contacted.

Full details of the DSP's role can be found in Chapter 2 of Keeping Learners Safe (158/2015).

Ultimate lead responsibility for safeguarding and child protection remains with the DSP and this responsibility should not be delegated.

If a report is going to be made to the Denbighshire Social Services Gateway the DSP will first seek advice from the Denbighshire Gateway.

The DSP will attend strategy 4 meetings if the meeting is in regard to a student or a teacher below the level of the DSP. If the meeting concerns the DSP or the Senior Leadership Team then it will be the Headmaster who attends, if it concerns the Headmaster the Chairman of the Council of Management will attend.

## **TRAINING**

### **All Staff**

All new staff will be provided with induction training that includes:

- the child protection policy, including information about the identity and role of the DSP
- the Staff Handbook, containing the staff behaviour policy, the School's whistleblowing procedure, the acceptable use of technologies, staff/pupil relationships and communications including the use of social media, all of which can be found in section E (Communication)
- a copy of Keeping Learners Safe (Summary Guidance)

Copies of the above documents are provided to all 'staff' during induction.

All staff are also required to:

- Read Keeping Learners Safe (Summary Guidance) and confirm that they have done so. Each time Keeping Learners Safe is updated by the Welsh Assembly Government, staff will be updated on the changes via email.
- Understand key information contained in Keeping Learners Safe.
- Receive training in safeguarding and child protection regularly, in line with advice from the North Wales Safeguarding Children's Board. Training will include online safety. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring

all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.

- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails.

In addition, all new teachers and boarding staff are to undertake the NSPCC Online Child Protection in Schools course.

## **DSP**

The DSP receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and training in the North Wales Safeguarding Children's Board's approach to Prevent duties.

In addition to their formal training, the DSP's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

## **THE HEADMASTER and CHAIR of TRUSTEES**

The Head of School and Chair of COM will undertake child protection training (at the same "level" as the DSP) at least every two years. This training will be provided by an outside agency to ensure both the Head of School, the Chair of COM and the Trustee with Special Interest are kept independently informed of current practice and policy in safeguarding. They will also receive regular updates from the DSP.

## **OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES**

Tracey Kerrigan is the Trustee with Special Interest in Safeguarding in relation to responsibility for the safeguarding arrangements in the School.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The School draws on the expertise of staff, including the DSP, in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority Education Safeguarding Officer.

## **THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES**

Teaching children how to keep safe

The DSP ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's pastoral system.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the School's E-Safety Policy which also includes detail on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

### **Looked after children**

The DSP ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

The DSP is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

### **Arrangements for Visiting Speakers**

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will consider any vetting requirements appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

## **APPENDIX 1 –SIGNS AND TYPES OF ABUSE**

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All information regarding safeguarding can be found in The Wales Safeguarding Procedures <https://www.safeguarding.wales/index.html>

### **Key definitions relevant to safeguarding children**

All practitioners should be aware of the definitions of abuse and neglect in the Social Services and Well-Being Act (Wales) 2014 as well as the signs and indicators of abuse and neglect. This is essential in order to communicate concerns about harm in a meaningful way.

#### **A child**

The Social Services and Well-being (Wales) Act 2014 and accompanying Guidance define a ‘child’ as a person who is aged under 18.

#### **A child at risk**

S.130 (4) of the Social Services and Well-being (Wales) Act 2014 defines a child at risk as a child who:

1. Is experiencing or is at risk of abuse, neglect or other kinds of harm;
2. Has needs for care and support (whether or not the authority is meeting any of those needs).

It is important to note:

- The use of the term ‘at risk’ means that actual abuse or neglect does not need to occur, rather early interventions to protect a child at risk should be considered to prevent actual harm, abuse and neglect;
- The two conditions necessary to demonstrate a child is at risk of abuse or neglect ensures that protection is provided to those with care and support needs who *also* require actions to secure their safety in the future;
- Risk of abuse or neglect may be the consequence of one concern or a result of cumulative factors.

#### **Harm**

Harm is defined as:

- ill treatment this includes sexual abuse, emotional abuse and psychological abuse
- the impairment of physical or mental health (including that suffered from seeing or hearing another person suffer ill treatment).

- the impairment of physical intellectual, emotional, social or behavioural development (including that suffered from seeing or hearing another person suffer ill treatment).

vol 5 Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk

### Types of harm

The following is a non-exhaustive list of examples for each of the categories of harm, abuse and neglect included in vol 5 Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk

- **physical abuse** - hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions;
- **emotional/psychological abuse** - threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others
- **sexual abuse** - forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including: physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways;
- **financial abuse** - this category will be less prevalent for a child but indicators could be:
  - not meeting their needs for care and support which are provided through direct payments; or
  - complaints that personal property is missing.
- **neglect** - failure to meet basic physical, emotional or psychological needs which is likely to result in impairment of health or development.

Risk from other actual or potential harm to a child or young person may also result from, for more detail please follow the links:

- Criminal exploitation such as county lines (CCE)
- Child sexual exploitation
- Radicalisation
- Female genital mutilation
- Modern slavery

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting.

Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Violence against Women, Domestic Abuse and Sexual Violence: Everyone working with children should be alert to the frequent inter-relationship between domestic abuse and the abuse and neglect of children. Where there is evidence of domestic abuse, the implications for any children in the household should be considered, including the possibility that the children may themselves be subject to violence or other harm.

The Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales (<https://gov.wales/sites/default/files/publications/2019-05/violence-against-women-domestic-abuse-and-sexual-violence-educational-toolkit.pdf>) recognises the importance of education settings as environments where positive attitudes towards gender equality and healthy, respectful relationships can be fostered through a rights based approach. It is intended to be used as a handy tool to help integrate these issues and approaches into existing teaching and management practices.

Special Educational Needs and/or Disabilities: Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or 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 children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSP as appropriate.

Children who go missing from school: A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the School's Missing Children Policy. All unexplained absences will be followed up in accordance with this Missing Children Policy.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points. This will assist the local authority to:

- (a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- (b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resident of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.