

CYGNET SCHOOLS SAFEGUARDING POLICY

KEY SAFEGUARDING CONTACTS AT KNOLE DEVELOPMENT CENTRE - GODDEN GREEN

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Link Governor for Safeguarding:

James Holloway – 01483 795100 / 07834 792832.

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Head of Education:

Ed Hall – 07860 834648

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KENT SAFEGUARDING CHILDREN BOARD

Kent Safeguarding Children multi-agency partnership

Integrated Front Door - 03000 41 11 11/ Out of hours number 03000 41 91 91

Local Authority Designated Officer (LADO)

Telephone: 03000 41 08 88 Email: kentchildrenslado@kent.gov.uk

KENT EDUCATION SAFEGUARDING SUPPORT

Sevenoaks – 03000 412445

OTHER

NSPCC Whistleblowing Advice Line – 0808 800 5000.

Government's Channel helpline: 020 7340 7264

National Child Sexual Exploitation Helpline: 11 60 00

Cygnet Whistleblowing hotline 0800 069 8591

**CYGNET HEALTH CARE
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1. AIM

- 1.1. The aim of the policy is to ensure that appropriate action is taken in a timely manner to safeguard and promote children's welfare; all staff are aware of their statutory responsibilities with respect to safeguarding; and staff are properly trained in recognising and reporting safeguarding issues
- 1.2. It is the personal responsibility of every individual referring to this policy to ensure that they are viewing the latest version; this will always be published on Cygnet's online policy library, 'MyPolicy'.¹

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¹ Cygnet will implement a single policy library called MyPolicy. Until such time services should continue to access their policies through either; Sharepoint, Mypoint or Knowledge.

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2. SCOPE

- 2.1. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners.
- 2.2. Our policy and procedures also apply to extended school and off-site activities.
- 2.3. It is the agreed Policy and any deviation by staff from following this policy and supporting procedures and documents may be subject to disciplinary procedures.
- 2.4. Links to supporting Policy, documents and references are in **STANDARD FORMS, LETTERS AND REFERENCES**.

3. LEGISLATION AND STATUTORY GUIDANCE

- 3.1. This policy is based on the Department for Education's statutory guidance **Keeping Children Safe in Education (2020)** and **Working Together to Safeguard Children (2018)**, and the **Governance Handbook**. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.
- 3.2. This policy is also based on the following legislation:
 - Part 3 of the schedule to the **Education (Independent School Standards) Regulations 2014**, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
 - The **Children Act 1989** (and 2004 amendment), which provides a framework for the care and protection of children
 - Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the **Serious Crime Act 2015**, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
 - **Statutory guidance on FGM**, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
 - **The Rehabilitation of Offenders Act 1974**, which outlines when people with criminal convictions can work with children
 - Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what 'regulated activity' is in relation to children
 - **Statutory guidance on the Prevent duty**, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

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4. DEFINITIONS

4.1. **Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

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

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

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

4.5. **Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

4.6. **Children** includes everyone under the age of 18.

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

- The local authority (LA).
- A clinical commissioning group for an area within the LA.
- The chief officer of police for a police area in the LA area.

5. EQUALITY STATEMENT

5.1. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

5.2. We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section on **Pupils with SEN**).
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalization.

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- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are looked after or previously looked after.

6. ROLES AND RESPONSIBILITIES

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

All staff

6.2. All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, **Keeping Children Safe in Education**, and review this guidance at least annually.

6.3. All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the **staff code of conduct**, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

6.4. Section on **Training** and **Appendix 3** of this policy outline in more detail how staff are supported to do this.

The designated safeguarding lead (DSL)

6.5. The DSL is a member of the senior leadership team. Our DSL is **Wendy Day – Head Teacher**. The DSL takes lead responsibility for child protection and wider safeguarding in the school, and acts as link professional to the overarching location safeguarding lead.

6.6. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

6.7. When the DSL is absent, the deputy – **Claire Booth – Education Officer** – will act as cover.

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- 6.8. If the DSL and deputy are not available, **Samantha Dodd - Safeguarding Lead – Cygnet Hospital Godden Green** must be contacted directly (for example, during out-of-hours/out-of-term activities).
- 6.9. The DSL will be given the time, funding, training, resources and support to:
- Provide advice and support to other staff on child welfare and child protection matters
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
 - Contribute to the assessment of children
 - Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- 6.10. The DSL will also keep the head teacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- 6.11. The full responsibilities of the DSL and deputy are set out in their job description.

The governing board

- 6.12. The governing board will approve this policy at each review, ensure it complies with the law and hold the head teacher to account for its implementation.
- 6.13. The governing board will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- 6.14. All governors will read Keeping Children Safe in Education.
- 6.15. The **Training** section has information on how governors are supported to fulfil their role.

The head teacher

- 6.16. The head teacher is responsible for the implementation of this policy, including:
- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
 - Communicating this policy to parents when their child joins the school and via the school website.
 - Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
 - Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.

7. CONFIDENTIALITY

- 7.1. Sharing information appropriately means that all Cygnet policies on Information Governance must be complied with (please refer to Cygnet's **Information governance policy family**). Cygnet Health Care follow national guidance on information governance, and all Cygnet units will ensure that

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when sharing information with others that this is shared using safe and acceptable media to relay information.

7.2. It should always be noted that:

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

8. PROCEDURES

Recognising abuse and taking action

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

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

If a child makes a disclosure to you

8.3. If a child discloses a safeguarding issue to you, you should:

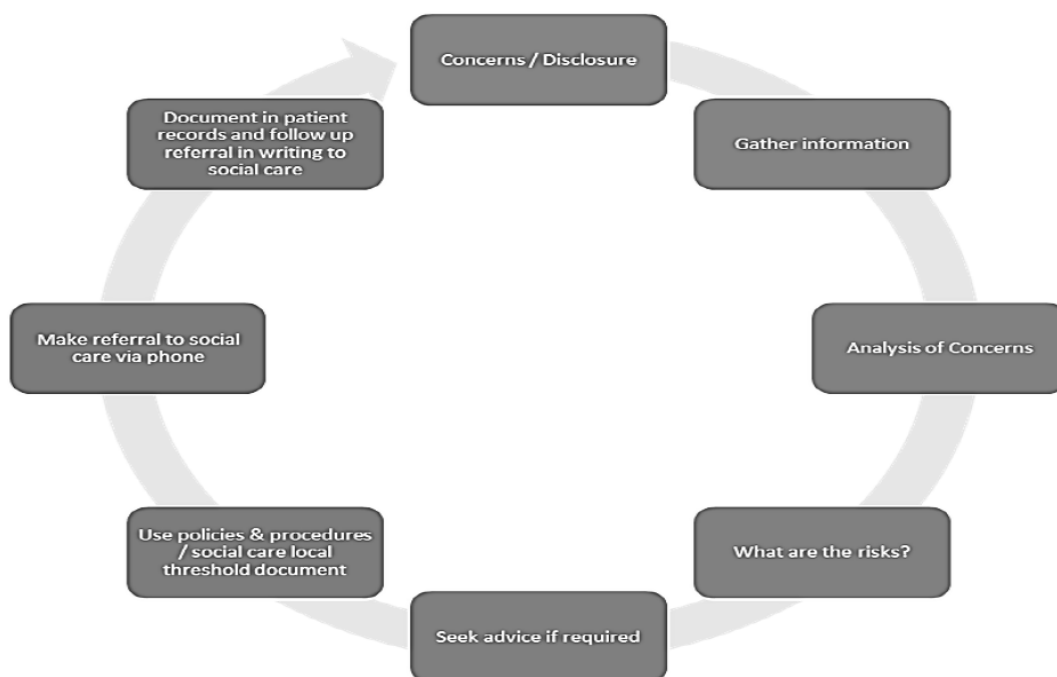
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.

Referral

8.4. All members of staff should be supported in making a referral to social care. The DSL or location safeguarding lead can support a member of staff in this process – however, retrospective notification of DSL or location safeguarding link by the staff member is acceptable if waiting would cause undue delay in the referral to social care being made.

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If a child is suffering or likely to suffer from harm, or in immediate danger, a referral to social care and/or the police must be made immediately.



- 8.5. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. If you have not heard an outcome of the referral within 3 working day you must follow up and request an outcome of the referral from social care.
- 8.6. Complete incident reporting processes as per organisational policy i.e. Incident Report, SI etc.
- 8.7. If a referral to social care is necessary or to seek advice contact Kent Front Door consultation service on 03000 41 11 11 for Kent service users. Referrals should be made to the local authority in which the young person resides. If this is not Kent you will need to contact social care in the relevant local authority. Usually this can be accessed via the local authority website by using the search function on their website to search the phrase 'worried about a child'.

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

- 8.8. The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
- 8.9. FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- 8.10. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3.

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- 8.11. **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- 8.12. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- 8.13. **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- 8.14. The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- 8.15. **Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.
- 8.16. In this case the member of staff must complete an internal safeguarding alert and speak to both the DSL and the Hospital Safeguarding Lead at the earliest possible opportunity. If neither are available staff should speak directly to the Hospital Director.

Early help process

- 8.17. If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- 8.18. The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.
- 8.19. Early help referrals can be accessed by the route outlined in 8.7 and are local authority specific.

If you have concerns about extremism

- 8.20. If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- 8.21. If in exceptional circumstances the DSL is not available, speak to the location safeguarding lead and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or location safeguarding lead as soon as practically possible after the referral.
- 8.22. Where there is a concern, the DSL will follow procedures within CH48 **Prevent strategy and policy**, to consider the level of risk and decide which agency to make a referral to. This could include **Channel**, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
- 8.23. The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about

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extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

- 8.24. In an emergency, **call 999** or the confidential anti-terrorist hotline on **0800 789 321** if you:
- Think someone is in immediate danger
 - Think someone may be planning to travel to join an extremist group
 - See or hear something that may be terrorist-related

Mental Health

- 8.25. 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. Although our young people are currently living with a mental health condition when admitted, school staff must remain alert to, and report any, triggers of behavioural or presentation changes that may suggest abuse, neglect or exploitation. Such incidents are to be reported according to organisational policy i.e. incident report.

Concerns about a staff member (including a supply teacher or volunteer)

- 8.26. If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the head teacher. If the concerns/allegations are about the head teacher, speak directly to the location safeguarding lead and/or the unit manager. The head teacher/location safeguarding lead/unit manager will then follow processes outlined in **Managing Allegations Against Professionals (AAP) & Persons in a Position of Trust (PiPoT)**. This process must also be followed should a member of staff have behaved or may have behaved in a way that indicates they may not be suitable to work with children e.g. incident outside of school which didn't involve children but might suggest not suitable to work with children. Additional considerations for supply staff are outlined in **appendix 4**.

Allegations of abuse made against other pupils

- 8.27. We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- 8.28. We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.
- 8.29. Most cases of pupils hurting other pupils will be dealt with under our school's **Behaviour policy**, and/or anti-bullying policy but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
- Is serious, and potentially a criminal offence
 - Could put pupils in the school at risk
 - Is violent e.g. hitting, kicking, shaking, biting etc.
 - Involves pupils being forced to use drugs or alcohol

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- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting, or sexually inappropriate pictures or videos (including sexting)
- 8.30. If a pupil makes an allegation of abuse against another pupil:
- You must record the details using appropriate documentation and tell the DSL.
 - The DSL and/or location safeguarding lead will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- 8.31. A risk assessment should be prepared along with a preventative, safeguarding care plan (refer to [Care planning policy](#)). The safeguarding care plan should be monitored and a date set for a follow-up evaluation with everyone concerned.
- 8.32. We will minimise the risk of peer-on-peer abuse by:
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
 - Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
 - Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
 - Ensuring pupils know they can talk to staff confidentially through the admission process and regular reminders at community meeting. In addition there are posters displayed around the school identifying the DSL and Deputy DSL.
 - Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Sexting

- 8.33. This policy should be read in conjunction with the Cygnet IT policies and procedures such as Cygnet's [Use of mobile phones and recording devices](#) and [Information communication technology acceptable use policy](#) and [CAMHS online safety policy](#).

Your responsibilities when responding to an incident

- 8.34. If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.
- 8.35. You must **not**:
- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
 - Delete the imagery or ask the pupil to delete it
 - Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL/location safeguarding lead's responsibility)

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- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
 - Say or do anything to blame or shame any young people involved
- 8.36. You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL/location safeguarding lead.
- 8.37. Should it become apparent that sexting has taken place between individuals under the age of 18, DSL/location safeguarding lead will make a referral to children's social care and a discussion will be held around who will contact the police.
- 8.38. **Informing parents** - The DSL/location safeguarding lead will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.
- 8.39. **Referring to the police** - If it is necessary to refer an incident to the police, this will be done through dialling 101.
- 8.40. **Recording incidents** - All sexting incidents and the decisions made in responding to them will be recorded. **The record-keeping arrangements** set out in this policy also apply to recording incidents of sexting.
- 8.41. **Curriculum coverage** - Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:
- What it is
 - How it is most likely to be encountered
 - The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
 - Issues of legality
 - The risk of damage to people's feelings and reputation
- 8.42. Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
 - The receipt of such images
- 8.43. This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.
- Notifying parents**
- 8.44. Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL/location safeguarding lead will normally do this in the event of a suspicion or disclosure.
- 8.45. Other staff will only talk to parents about any such concerns following consultation with the DSL/location safeguarding lead.
- 8.46. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

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

Pupils with special educational needs and disabilities

8.48. We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

8.49. We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- Regular pastoral sessions with the school education officer.

Pupils with a social worker

8.50. All of our young people are highly vulnerable. Some of them have been assigned a social worker in the community and we recognise that this may indicate even further needs and vulnerabilities.

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

8.52. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. It will inform decisions about e.g. the provision of pastoral and/or academic support.

Mobile phones and cameras

8.53. In accordance with [IMT acceptable use policy](#), staff are not permitted to bring and use personal mobile phones within the school. All mobile devices should be left in lockers, cars or other designated storage area.

8.54. Only staff that have approval from their Line Managers may carry a mobile phone whilst on duty and this must be thoroughly risk assessed.

8.55. [CCTV, photography and recording devices](#) is Cygnet's policy on using mobile phones and cameras, including taking and storing photos for a range of purposes (documentary, social, and buildings and locations).

8.56. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

9. COMPLAINTS AND CONCERNS ABOUT SCHOOL SAFEGUARDING POLICIES

Complaints against staff

9.1. Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing

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with allegations of abuse made against staff (**Allegations against professionals**).

Other complaints

- 9.2. For any other safeguarding complaints (e.g. those related to pupils or premises) should be reported as an incident and notified to the DSL immediately, as per **Listening to service user complaints**.

Whistle-blowing

- 9.3. Please follow **Freedom to Speak Up (whistleblowing)**, which aims to provide a safety net for employees with genuine and serious concerns, regarding mistreatment or abuse of service users, financial malpractice, disregard for matters of health and safety, miscarriages of justice, or alleged management malpractice.

10. RECORD-KEEPING

- 10.1. We will hold records in line with **records management policy** and beyond this the Information and Records Management Society (IRMS) Information toolkit for schools.
- 10.2. All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded using Cygnets' Information management system (IMS), in line with our **incident reporting and management** policy. Further details about what to include can be found in Safeguarding Children & Young People (CF 4.03).. If you are in any doubt about whether to record something, discuss it with the DSL.
- 10.3. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
- 10.4. Safeguarding records relating to individual children will be retained for the period specified in **records management policy**.
- 10.5. If a child for whom the school has, or has had, safeguarding concerns transitions back to community school (or moves to another school), the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
- 10.6. In addition:
- **Records management policy** sets out our policy on record keeping specifically with respect to recruitment and pre-employment checks.
 - **Allegations against Professionals** sets out our policy on record keeping with respect to allegations of abuse made against staff.

11. TRAINING

All staff

- 11.1. All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify

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signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

- 11.2. All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- 11.3. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- 11.4. Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.
- 11.5. Volunteers will receive appropriate training, if applicable.

The DSL and deputy

- 11.6. The DSL and deputy will undertake child protection and safeguarding training at least every 2 years.
- 11.7. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- 11.8. They will also undertake Prevent awareness training.

Governors

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

Recruitment – interview panels

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

Monitoring arrangements

- 11.11. This policy will be reviewed **annually** by Edward Hall (Head of Education) and James Holloway (Corporate Safeguarding Professional) at every review, it will be approved by the National Education Board.

12. STANDARD FORMS, LETTERS AND REFERENCES

Linked Policy

	Ref**
12.1. Information Governance Policy Family	IG 01
12.2. Allegations against professionals	4-18
12.3. Managing Individual's Care Records	2-01
12.4. Use of Mobile Phones & Recording Devices	1-05
12.5. IMT Acceptable Use Policy	IG 03

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12.6. CCTV, photography and Recording Devices	IG 13
12.7. Freedom to Speak Up (Whistleblowing)	HR 03
12.8. Equality and Diversity in respect of individuals	1-06
12.9. Safeguarding Children & Young People	4-16
12.10. Health and Safety Policy	H&S 01
12.11. First Aid at Work	H&S 12
12.12. Risk Assessment Procedure	H&S 18
12.13. CAMHS Online Safety Policy	SH 02
12.14. Listening to Service Users Complaints	6-01
12.15. Staff Code of Conduct	HR 02
12.16. Prevent Strategy and Policy	4-21
12.17. Behaviour Policy for Schools	8-06

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

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Appendix 1: Types of Abuse

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

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Emotional abuse may involve:

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

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

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

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Appendix 2: Safer Recruitment and DBS Checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

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

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Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

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

- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm)
- The individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence, under the **Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009**; and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

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

Contractors

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

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

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

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

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

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

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

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

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

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- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Governors

All governors will have an enhanced DBS check without barred list information, and will also have a section 128 check (to check prohibition on participation in management under **section 128 of the Education and Skills Act 2008**).

They will have an enhanced DBS check with barred list information if working in regulated activity.

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

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

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

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

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

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

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Appendix 3: Specific Safeguarding Issues

Children missing from education

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

Our school will work with the community education provider from the outset of an admission to plan school/college reintegration during therapeutic home leave, and communicate a clear discharge plan throughout. Our school will also communicate school attendance to the young person's local authority throughout admission.

Child criminal exploitation

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

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

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

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late (e.g. on local or home leave)
- Regularly missing school or education
- Not taking part in education

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

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Child sexual exploitation

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

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

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

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

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

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

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

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

Disclosures relating to domestic abuse will be dealt with in the same way as other safeguarding issues. Any notifications from the police of children experiencing a related incident in the home, the DSL and or location safeguarding lead will provide

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support according to the child's needs and update records about their circumstances.

Homelessness

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

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

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

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

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

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

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

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

Section 7.8 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

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

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- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

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

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

The DSL will:

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

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

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

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

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

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

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

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

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

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

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- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

If staff are concerned about a pupil, they will follow our procedures set out in [section 8](#) of this policy, including discussing their concerns with the DSL.

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

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including curriculum policy, behaviour policy, [Prevent strategy and policy](#) and [CAMHS online safety policy](#).

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

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

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

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

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Appendix 4: Additional considerations for supply staff

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

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The head of education will discuss with the agency whether it is appropriate to suspend the supply teacher, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, by liaising directly with the agency where necessary)

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