



## Safeguarding Policy for the Arts Educational Schools (ArtsEd)

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## Section A: Safeguarding Policy

### A. Forward

1. This document sets out the Arts Educational Schools' (ArtsEd) policies in respect of Safeguarding children and vulnerable individuals. The school aims to ensure that:
  - Appropriate action is taken in a timely manner to safeguard and promote children's and vulnerable adult's welfare
  - All staff are aware of their statutory responsibilities with respect to safeguarding
  - Staff are properly trained in recognising and reporting safeguarding issues
2. This document takes account of the structure of ArtsEd:
  - a co-educational independent vocational school for under 18s (our pupils are aged 11-18 years);
  - a professional conservatoire with two main divisions offering graduate-level degrees and Foundation courses to students mostly aged 18 and over; and
  - a provider of short courses through ArtsEd Extra activities (pupils aged 4 years and above).
3. ArtsEd's policies in respect of Safeguarding children and 'individuals at risk' (including 'adults at risk') are subject to yearly and, as necessary, periodic update and review. It takes note of any legislative changes to Keeping Children Safe in Education (KCSIE) updates. The responsibility for ensuring that the policy is up to date lies with ArtsEd's Safeguarding, Health and Safety Committee and the final approval lies with the Board of Trustees although the approval of this policy may be delegated by the Board to the Welfare, Safeguarding, Health and Safety Committee.
4. It is not intended that this document will encompass the entire range of policies and guidance that ArtsEd operates but, instead, directs that any further guidance on specific Safeguarding and welfare activities will be made available and signposted, as necessary.
5. We invite members of our community to visit us and enjoy our facilities. As such ArtsEd acknowledges that our pupils, students and visitors under the age of 18 and 'individuals at risk' (including 'adults at risk') may have additional needs in relation to their support, Safeguarding and welfare and we encourage \* **'self-disclosures'** as well as any **\*\*'cause for concern disclosures'** to support this.

**\*Self-disclosure:** is the process of passing on information about yourself and your welfare/wellbeing to a Staff member in order to get support.

**\*\*Cause for Concern disclosure:** is when the actions/behaviours of another person give you a reason to worry about their welfare/wellbeing and you pass that information on to a staff member in order to get support for the person.

6. In addition, or as an alternative, to talking to a staff member, disclosures relating to pupils in the Day School and Sixth Form (DSSF) can be made using [MYCONCERN® Safeguarding Software | The Safeguarding Company](#). MYCONCERN is constantly monitored by the Designated Safeguarding Lead (DSL) in the Day School.

7. In addition, or as an alternative, to talking to a member of staff, the Safeguarding and Welfare Reporting Tool '[SpeakUp](#)' should be used to make disclosures relating to concerns as listed below. 'SpeakUp' is constantly monitored by the Designated Institutional Safeguarding Lead (DISL).
- students studying in ArtsEd Higher Education;
  - pupils/students participating in ArtsEd Extra activities;
  - staff members working at ArtsEd (including those carrying out activities on our behalf e.g., Freelancers and Contractors); and/or ArtsEd Board of Trustees
8. ArtsEd's Safeguarding and Welfare Reporting Tool '[SpeakUp](#)' is available to be able to report a 'concern', an 'incident' that has occurred or make a disclosure regarding your own or someone else's safety and wellbeing to staff members with enhanced Safeguarding and welfare responsibilities (i.e., Designated Institutional Safeguarding Lead (DISL), Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Leads (DDSLs) and/or Designated Safeguarding and Welfare Officers (DSWOs)). Please click here for our '[SpeakUp](#)' [User Guide](#).
9. Staff, volunteers and trustees should make a referral to children's social care and/or the police immediately if they believe a child is suffering or likely to suffer from harm or is in immediate danger. The contact details are given in paragraph 12. Anybody can make a referral and there is no need for parental consent. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration of the concern. If urgent action is required, please call 999. The DISL and/or the DSL for the Day School and Sixth Form should also be informed as soon as possible should a staff, volunteer and/or trustee make a direct referral to the emergency service. **If at any time you have concern about a child or a child discloses acts of any type of abuse, follow the procedure given in Appendix 7."**
10. This Safeguarding Policy is divided into various sections which are detailed in the list of content, for dealing with specific safeguarding issues refer to the contents
11. If you have any queries about Safeguarding and/or the welfare of any pupil, student, staff member, Trustee and/or visitor please contact:

Area of Responsibility	ArtsEd's Designated Safeguarding Lead	Contact Details
<b>Designated Safeguarding Lead (DSL) responsible for matters relating to:</b> <ul style="list-style-type: none"> <li>• Day School</li> <li>• Sixth Form</li> </ul>	<b>Claire Parker-Wood</b> Deputy Head, Day School and Sixth Form (DSSF)	<b>0208 987 6612</b> <a href="mailto:Dssf-safeguarding@artsed.co.uk">Dssf-safeguarding@artsed.co.uk</a>
<b>Designated Institutional Safeguarding Lead (DISL) responsible for matters relating to:</b> <ul style="list-style-type: none"> <li>• ArtsEd Extra</li> <li>• ArtsEd's Higher Education Provision</li> </ul>	<b>Claire Parker-Wood</b> Deputy Head, Day School and Sixth Form(DSSF)	<a href="mailto:Safeguarding@artsed.co.uk">Safeguarding@artsed.co.uk</a>  <b>0208 987 6612</b>
<b>Designated Safeguarding Trustee</b>	<b>Farida Mannan</b>	<a href="mailto:farida.mannan@artsed.co.uk">farida.mannan@artsed.co.uk</a>

12. For external support regarding the Safeguarding and/or welfare of any pupil, student, staff member, Trustee and/or visitors please use the details in the table below. **However, in the event of an emergency, including a threat to life, always call the police on 999. If you believe you have information relating to terrorism, please call the Anti-Terrorist Hotline on 0800 789 321.**

13. Table Containing External Contact Details

Contact Point	Contact Details
Hounslow Child Protection Line	02085836600 02085832222 (24 hours) <a href="#">Referral</a>
First Contact Team (Adult Services)	020 8583 3100, Monday to Friday, 9am to 5pm. 0208583 2222(out of hours)  <a href="#">Email the First Contact team</a>  adultsocialcare@hounslow.gov.uk
Hounslow Local Authority Designated Officer: LADO.	020 8583 3066 LADO@hounslow.gov.uk <a href="mailto:Sarah.Paltenghi@hounslow.gov.uk">Sarah.Paltenghi@hounslow.gov.uk</a>
Hounslow School Attendance Safety Officer Tony Pattar	02085832768 SASSDuty@hounslow.gov.uk Tony.Pattar@hounslow.gov.uk
Hounslow Prevent Coordinator	07890 540433 <a href="mailto:najeeb.ahmed@hounslow.gov.uk">najeeb.ahmed@hounslow.gov.uk</a>
Hounslow Prevent Education Officer	07976 721119 <a href="mailto:Karmjit.Rekhi@hounslow.gov.uk">Karmjit.Rekhi@hounslow.gov.uk</a>
DfE Prevent (anti-terrorism) dedicated phoneline for non-emergency advice	020 7340 7264
Channel (Anti-Terrorism) Help Line	020 7340 7264
FE/HE Regional Prevent co-ordinator for London.	Jennie Fisher <a href="mailto:Jennie.fisher@education.gov.uk">Jennie.fisher@education.gov.uk</a>
NSPCC Whistleblowing Helpline	08000280285

14. ArtsEd will work with the three Safeguarding partners 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). All the partners will make arrangements to work together to safeguard and promote the welfare of children, including identifying and responding to their needs. The partners are:

- 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.

15. All child protection cases are evaluated after the event and examined to establish whether due process has been followed and any scope for improvement. The Designated Institutional Safeguarding Lead (DISL) and/or Designated Safeguarding Lead (DSL) seeks feedback from both the Hounslow Children Safeguarding Partnership and from the Designated Safeguarding Trustee responsible for safeguarding as to how ArtsEd's safeguarding arrangements could be enhanced.

## B. Policy Statement

16. The Arts Educational Schools (ArtsEd) is committed to providing a safe environment for children and young people under 18 and 'individuals at risk' including 'adults at risk' who maybe present on site and online and engaged in the Institution's activities (including all learners(pupils and students), staff, trustees and individual visitors who access the Institution's facilities and services). ArtsEd is committed to Safeguarding and promoting the welfare of its children, young people and 'individuals at risk' (including 'adults at risk') and expects all members of our community including pupils, students, staff and trustees to share this commitment. From KCSIE 2024, **Safeguarding and promoting the welfare of children** means:

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

17. ArtsEd understands that an active and well managed online environment with effective filtering and monitoring system is an important part of providing a safe environment for learners (pupils and students), staff and other users of ArtsEd's premises such as hirers and visitors. ArtsEd takes an institutional approach to online safety, empowering and educating learners (pupils and students) and staff members in their use of technology and has established mechanisms to identify, intervene, and escalate any concerns of online abuse or harm, where appropriate. Through its [Online Safety, Filtering and Monitoring Policy](#), the institution meets the digital and technology standards set out by the Department of Education's Filtering and Monitoring Standards Guidance.

The Institution is aware that no filtering and monitoring system can be entirely effective and therefore ArtsEd takes additional steps as necessary to minimise harm and meet its statutory requirements in [Keeping Children Safe in Education \(2024\)](#) and the [Prevent duty](#).

18. Everyone at ArtsEd has a responsibility for Safeguarding and protecting the welfare of children, young people and 'individuals at risk' (including 'adults at risk') and this policy applies to all learners (pupils and students) who study with us as well as staff members, Trustees and individual visitors who engage with ArtsEd. Our policy and procedures also apply to extended extracurricular and off-site activities.

19. The Institution recognises that it has a duty to support all learners (pupils and students), staff members and trustees to recognise their responsibilities (through guidance, support and training), minimise risk and avoid situations where abuse or neglect might arise or be alleged.

20. Where relevant, this **\*\*\*Safeguarding Policy** should also be read in conjunction with the following documents:

- [Acceptable Use Policy](#)
- [Behaviour, Rewards and Sanctions Policy](#)
- [Bribery, Improper Behaviour and Accountability Policy](#)
- [Code Of Conduct for Freedom of Speech \(including External Speaker Procedure\)](#)
- [Day School and Sixth Form Pupils Complaint Policy](#)
- [Equal Opportunities Policy](#)
- [Fitness to Study Policy for HE Students](#)
- [First Aid Policy](#)
- [Health and Safety Policy](#)
- [Lanyard Policy](#)
- [Online Safety, filtering and monitoring Policy](#)
- [Recruitment, Selection and Disclosures Policy](#)
- [Relationship and Sex Education Policy](#)
- [Staff Code of Conduct and Staff Handbook](#)
- [Staff Disciplinary Policy](#)
- [Staff Sexual Misconduct Policy](#)
- [Student Charter](#)
- [Student Complaints procedure HE](#)
- [Student Discipline Procedure](#)
- [Student Sexual Misconduct Policy](#)
- [Substance Misuse and Alcohol Policy \(Staff\)](#)
- [Substance Misuse and Alcohol Policy \(Student\)](#)
- [Whistleblowing Policy](#)

\*\*\* ArtsEd's Safeguarding Policy is circulated to the Board of Trustees and all staff members, including the Principal, (Executive Leadership Team in their absence), at the start of each academic year. The policy is included within the staff Safeguarding Training Module completed annually or upon commencement of employment. The policy is made available (in the appropriate format) to ArtsEd's pupils and students. It is made available via ArtsEd's website and upon request to parents and carers of pupils and students under the age of 18. The Designated Safeguarding Trustee and Deputy also complete level 3 safeguarding training every two years.

## C. Institutional Overview

21. As a co-educational independent vocational school for under 18s (our pupils are aged 11-18 years), professional conservatoire with two main divisions offering graduate level degrees and Foundation courses to students mostly aged 18 and over and a provider of short courses through ArtsEd Extra (aged 5 – 18+), the Institution is fully aware of its Safeguarding and welfare responsibilities and how its responses must be tailored to the needs of its users and staff as defined by law, and to ensure their protection.

### i. Contextualising Safeguarding at ArtsEd

22. The structure of ArtsEd means there are Higher Education (HE) students who are aged 18 and over studying onsite as well as Day School and Sixth Form (DSSF) pupils. The Day School classrooms and studios are secured from the rest of the building by security doors and only pupils, trustees and staff from DSSF can access these areas.

23. All staff members including temporary staff, Day School and Sixth Form pupils and Higher Education students must carry an identity badge attached to the appropriately colour-coded lanyard and worn around their necks whilst in the building or on ArtsEd designated sites. The lanyard must be fully visible and not obstructed by clothing.

24. In addition, Day School pupils are supervised by staff members when they are in communal areas such as the canteen or foyer and the entire building has CCTV cameras which are monitored by the Facilities and IT Departments. **For lanyards and colour references, please see Appendix 17 of this Policy. Also please refer to ArtsEd's Lanyard Policy.**

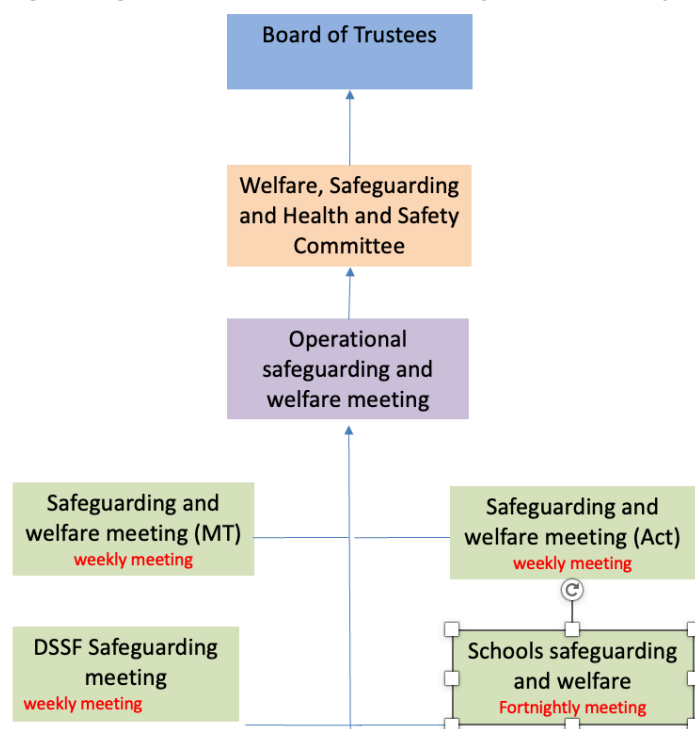
### ii. Institutional Structure

25. ArtsEd offers a comprehensive approach towards Safeguarding children and 'individuals at risk' (including 'adults at risk'). To provide clarity of approach to all at ArtsEd as well as to ensure compliance we maintain an accessible and easily understood organisational Safeguarding structure for Safeguarding and welfare. This, however, does not remove individual responsibility for Safeguarding. Everyone is responsible for Safeguarding at ArtsEd. Please see ArtsEd's Safeguarding Committee Reporting Structure below.

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## Chart 1: Safeguarding

### **Safeguarding, Welfare and Health and Safety Committee Reporting Structure**



## Committee Reporting Structure

26. ArtsEd's Board of Trustees take Safeguarding seriously and ensure that they comply with their duties under Safeguarding and associated legislation. The Board must have regard to Keeping Children Safe in Education (KCSIE) requirements 'to ensure that the policies, procedures and training in the school are effective and always comply with the law , facilitating a whole- school approach to Safeguarding and child protection both on site and online.
27. The Board of Trustees ensure that the school designates an appropriate senior member of staff (who has status and authority within ArtsEd to carry out their duties, including committing resources and, where appropriate, supporting and directing staff members) to take lead responsibility for child protection and Safeguarding 'individuals at risk' (including 'adults at risk'). They ensure sufficient funding, time, supervision and support are given to the Designated Institutional Safeguarding Lead (DISL) and the Designated Safeguarding Lead (DSL) to carry out their responsibilities effectively.
28. The Board nominates a Trustee as the Designated Safeguarding Trustee (DST) to take senior responsibility for Safeguarding arrangements at Board level.
29. The DST supports the Institution when liaising with the local authority and/or partner agencies on issues of Safeguarding including child protection and the Safeguarding of 'individuals at risk' (including 'adults at risk'). In the event of allegations of abuse being made against a Headteacher, Principal and/or any members of the Board of Trustees, the DST will liaise with the local authority and/or partner agencies as required. For allegations made against the DST, please refer to **paragraph 59**.



30. **The Board also:**

- a. ensures that there is an effective Safeguarding Policy and a [Staff Behaviour Policy \(Code of Conduct\)](#) **Appendix 13** in place and made available to all staff;
- b. undertakes annual reviews of the procedures that apply to child protection and Safeguarding of 'individuals at risk' (including 'adults at risk'), judging the effectiveness with which the related duties have been discharged;
- c. considers and approves ArtsEd's Safeguarding Policies annually;
- d. ensures that appropriate IT filters and monitoring devices are in place at ArtsEd to safeguard pupils and students online and that relevant staff manage these provisions effectively and know how to escalate concerns;
- e. ensures online safety is an embedded and interrelated theme, providing whole institution approach to safeguarding and related policies;
- f. considers how its learners (pupils and students) may be taught about safeguarding through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- g. ensures there are procedures in place to handle allegations against members of staff and volunteers;
- h. ensures that the Chair of the Trustees or nominee will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher and/or Principal, where appropriate;
- i. making sure the school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
- j. ensures staff know how to make immediate referrals to children's social care where there is a risk of immediate serious harm to a child and/or adult social care where there is a risk of immediate serious harm to an 'adult at risk'. Anyone at ArtsEd can make a referral.

31. Key staff with designated Safeguarding and welfare responsibilities are members of the Welfare, Safeguarding, Health and Safety Committee. The Group meets once a term and may also meet as required in order to monitor, review, discuss, or develop ArtsEd's work with regards to the Institution delivering its duty of care. The DST is a member of the Group, and the Group is chaired by a Trustee. The role of the DST includes being a champion for safeguarding throughout the organisation, attending relevant safeguarding training events, meetings and conferences, support other trustees in developing their individual and collective understanding of safeguarding and working with the wider designated safeguarding team in order to manage relevant safeguarding cases. **Please see Appendix 1 for the Terms of Reference for the Welfare, Safeguarding, Health and Safety Committee.**

32. All staff with designated Safeguarding responsibilities are members of the Designated Safeguarding and Welfare Operational Group. The Group is chaired by the DISL, and the Group's Deputy Chair is the DDISL. **Please see Appendix 2 for the Terms of Reference for the Safeguarding and Welfare Operational Group.**

33. ArtsEd's Designated Institutional Safeguarding Lead (DISL), who has overall accountability for Safeguarding children and 'individuals at risk' (including 'adults at risk'), carries out a leadership and co-ordination role. In the absence of the DISL, the Designated Safeguarding Lead for HE or the Designated Safeguarding Lead (DSL) for the Day School and Sixth Form will act as the Institutional Safeguarding Leads. **The role description for the DISL can be found at Appendix 1 of this Policy. The role description for the DSL can be found at Appendix 2 of this policy.**

### **iii. Reporting structure for Safeguarding (Day School and Sixth Form)**

34. Supporting the DSL in the Day School and Sixth Form where staff work primarily with children as part of their roles, a member of staff is nominated to have special responsibility for Safeguarding in their area of charge. This person will be the focal point for Safeguarding issues within that area. This nominated member of staff holds the title Deputy Designated Safeguarding Lead (DDSL). **The role description for the DDSL for the Day School and Sixth Form can be found at Appendix 3 of this Policy.**
35. The DDSLs in the Day School and Sixth Form report to the Designated Safeguarding Lead (DSL) who is the responsible person for Safeguarding under 18s for the Day School and Sixth Form.

### **iv. Reporting Structure for Safeguarding (ArtsEd Extra)**

36. In ArtsEd Extra, where staff work primarily with children as part of their roles, relevant members of staff are nominated to have special responsibility for Safeguarding in their area of charge. These staff members are the focal point for Safeguarding issues within ArtsEd Extra and hold the title Deputy Designated Safeguarding Leads (DDSL). **The role description for the DDSLs for ArtsEd Extra can be found at Appendix 7 of this policy.**
37. The DDSLs in ArtsEd Extra report to the Designated Institutional Safeguarding Lead (DISL).
38. Those working in direct contact with children on a day-to-day basis (i.e., staff involved in teaching and providing pastoral guidance to pupils and students) may come across signs of harm and/or abuse. Staff need to ensure that significant concerns for the wellbeing of a child are reported immediately to the appropriate person (DSL or DDSLs) or the DISL (if DSL/DDSLs are not available).
39. The DSL, DDSLs and/or DISL will invoke the appropriate procedures to protect the child, involving Social Services and/or the Police as appropriate. In the case of an emergency, please notify the relevant emergency services directly. It is ArtsEd's requirement that staff have obtained sufficient training to make direct referrals to children's social care where there is a risk of immediate serious harm to a child and to adult social care where there is a risk of immediate serious harm to a vulnerable adult. Anyone at ArtsEd can make a referral.
40. Where a risk is identified to an 'adult at risk' in an area where staff mainly work with children, the DSL and/or DISL must be notified. The DSL and/or DISL will invoke the appropriate procedures to protect the vulnerable adult involving Social Services and/or the Police as appropriate. In the case of an emergency, please notify the relevant emergency services directly. Please note that anyone at ArtsEd can make a referral.

### **v. Reporting Structure for Safeguarding (HE)**

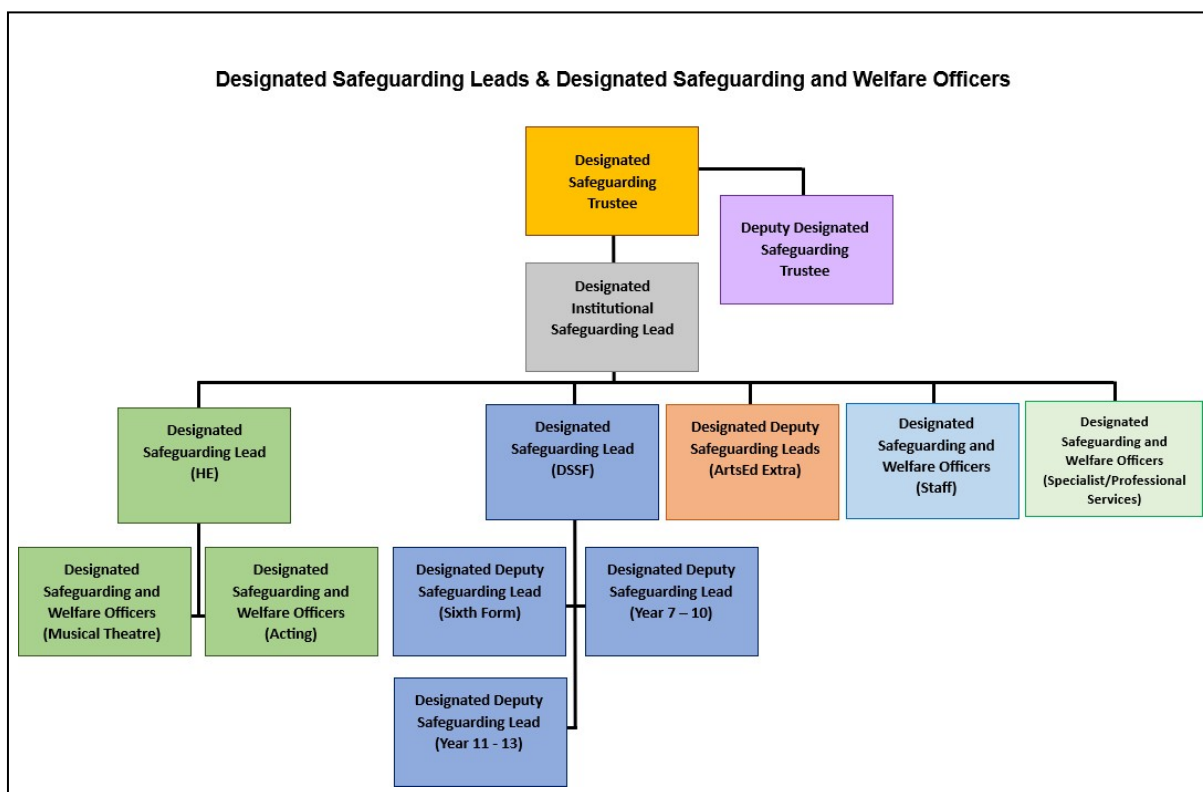
41. In areas (including HE) where staff mainly work with those aged 18 and over as part of their roles, members of staff are nominated to have special responsibility for Safeguarding for 'individuals at risk' including 'adults at risk' and for overseeing general welfare matters for staff and students. These staff members are the focal point for Safeguarding issues (including where relevant matters relating to under 18s) within that area of responsibility. These nominated members of staff hold the title Designated Safeguarding and Welfare Officers (DSWOs). **The role description for DSWOs can be found in Appendix 5 of this Policy.**

42. Where a risk is identified to a child in an area where staff mainly work with adults, the DSL and/or DSL must be notified. The DSL and/or DSL will invoke the appropriate procedures to protect the child involving Social Services and/or the Police as appropriate. In cases of emergency, please notify the emergency services. It is ArtsEd’s requirement that staff have sufficient training to make direct referrals to children’s social care where there is a risk of immediate serious harm to a child and to adult social care where there is a risk of immediate serious harm to a vulnerable adult.

**vi. Reporting Structure for safeguarding (External Hires)**

43. Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, evening/weekend classes). As with any safeguarding allegation, ArtsEd will follow their safeguarding policies and procedures, including informing the LADO.

44. Please see the overview of the Designated Safeguarding Leads and Designated Safeguarding and Welfare Officers structure below. The names of ArtsEd’s ‘Designated Safeguarding Leads and Designated Safeguarding and Welfare Officers’ [HERE](#).



**Chart 2: Overview of ‘Designated Safeguarding Leads and Designated Safeguarding and Welfare Officers’ at ArtsEd**

**D. Principal guidance to all staff, including staff members working on behalf of ArtsEd**

45. Staff members must demonstrate model behaviour when working with children and/or ‘individuals at risk’ including ‘adults at risk.’ This is in order to protect children from abuse, safeguard ‘individuals at risk’ and protect themselves from false allegations. All staff must read and understand part 1 and Annex B of the Department for Education’s statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance annually. Staff are required

to complete online training which involves signing a declaration at the beginning of each academic year to say that they have reviewed the guidance. This guidance is periodically updated.

- 46.** Any member of staff who is told of an incident or who has a strong suspicion of abuse occurring within ArtsEd, or to a pupil/child at home or outside of ArtsEd, **must report it to the DSL and/or DSL immediately ( see Appendix 6)**. The DSL and/or DSL will usually decide whether to make a referral to children’s social care, but it is important to note that any staff member can refer their concerns to children’s social care directly by informing the child’s Local Safeguarding Children Partnership. **Also, please see (vii) below for the section on ‘Managing Reports’.**

The following are some common-sense examples of how to create a positive culture and climate. Please refer to the Code of Conduct ( Appendix X) for more detailed guidance and best practice.

- a. Maintain a register of children (pupils and students) working with you at any given time;
- b. Maintain an attitude of ‘it could happen here’;
- c. Be alert to the signs of abuse as detailed in this policy;
- d. Recognise that children and young people with Special Educational Needs and Disability (SEND) may be more vulnerable to abuse;
- e. Recognise the gendered nature of child-on-child abuse;
- f. Reassure victims that they are being taken seriously and that they will be supported and kept safe;
- g. Follow the advice given in this policy in relation to how to handle disclosures;
- h. Contribute to developing pupils’ and students’ understanding, awareness and resilience through the curriculum;
- i. Work in an open environment avoiding private or unobserved situations, encouraging open communication;
- j. Avoid spending excessive amounts of time alone with children away from others;
- k. Treat all children and ‘individuals at risk’ equally and with respect and dignity, regardless of race, disability, religion or belief, gender and/or sexual orientation;
- l. Always put the welfare of your pupils and students first;
- m. Maintain a safe and appropriate distance from children and students. (It is a criminal offense for staff, students or volunteers to have an intimate relationship with a child);
- n. Ensure that if any form of manual/physical touching is required, it should be provided openly;
- o. Involve parents/carers/teachers wherever possible, e.g., by encouraging them to take responsibility for the children in their care, especially in areas such as changing rooms;
- p. Be an excellent role model – this includes not smoking or drinking alcohol in the company of pupils and/or students;
- q. Where required give enthusiastic and constructive feedback rather than negative criticism;
- r. Keep a written record of any injury that occurs, along with the details of any treatment given;
- s. Attend relevant training courses that ArtsEd provides;
- t. Be aware of the [Early Help](#) process (sometimes known as the common assessment framework) and staff members’ role in it, including identifying emerging problems;
- u. Report any suspected safeguarding cases to the DSL and/or DSL immediately.

**i. Being a Safe Employee (Teacher, Tutor/Lecturer and Administrative Staff)**

- 47.** Staff must ensure that their behaviour (including online) and actions do not place pupils, students or themselves and other staff at risk of harm or at risk of allegations of harm to a pupil or student.

Staff members must comply with the provisions set out in the Institutional [Staff Code of Conduct](#) and must never disclose their own personal telephone or email addresses to learners (pupils and students). In case of emergencies, a personal device may be used but the number must be withheld. Staff should use their ArtsEd email addresses to contact pupils and students and must be diligent in their postings on social networking sites and cannot accept friend requests for current, or recent past, pupils and students as friends on social media. **For more information on expectations, staff members should refer to the DSSF Code of Conduct in Appendix 10**

ii. **Guidance to Staff on Physical Contact with Pupils/Students**

48. Staff members must be aware of issues related to touching and the ways in which this might be misconstrued. This relates particularly to any sensitive areas of the body. There are times when it is inevitable and/or appropriate for staff to have physical contact with a pupil/student, for example to make physical corrections, but it is crucial that they do so in an appropriate and professional way. Particular care must be taken when making corrections in technique invocational lessons and staff members are reminded about the issues surrounding touching and physical contact at the start of each academic year. In lessons staff members should remain vigilant and frequently remind pupils of the appropriate code of conduct with regards to physical contact.
49. Staff members must seek the consent of learners before touch is made, must ask pupils and/or students who do not wish to be touched to let them know and should never touch a pupil and/or student in a way that may be considered indecent. Where any uncertainty exists, the relevant staff member should seek guidance from a senior member of staff in their department or School.
50. One-to-one discussions with pupils and students should only take place in rooms that are openly visible and unlocked to other members of staff. Peripatetic music lessons, which occur in close one-to-one teaching environments, must be openly visible to other staff members.
51. Staff members may legitimately physically intervene to maintain a pupil's and/or student's safety or prevent a pupil or student from committing a criminal offence, injuring themselves or others, or causing damage to property. Following such an intervention, a critical incident form should be completed. Staff members should refer to the [DSSF Behaviour, Rewards and Sanctions Policy](#) for more information on the use of reasonable force.

iii. **Managing Reports see Appendix 6**

52. Where a disclosure involving a child is made to, or an incident is witnessed by, a member of staff, a brief initial note should be made at the time of the incident, or immediately after. Please refer to [Appendices 6, 7 and 8](#) for the procedures to be followed. All records should be copied to the DSL and/or the DSL for the Day School and Sixth Form and should include accurate and factual information rather than assumption or interpretation. Records must be kept accurate and secure. The child's own language should be quoted rather than paraphrased and staff should not ask leading questions. Staff members should never reassure any learner (pupil or student) regardless of their age, that what they are saying will be kept in confidence. Records of disclosures may be used later to support a referral to an external agency and/or criminal or legal proceedings.
53. Support will be provided by ArtsEd to children and vulnerable individuals who disclose that they have been or are being abused or are the victim of other inappropriate behaviour. ArtsEd's DSL/DSL will report incidents to the appropriate authorities as required and this duty will override responsibilities in respect of confidentiality.
54. Where an allegation of abuse or inappropriate behaviour towards a child/vulnerable adult is made

against a member of staff and relates to their actions as a member of ArtsEd staff, a referral should be made to the Headteacher who will review the matter with the DSL and set out the next steps to take.

55. Where an allegation of abuse or inappropriate behaviour towards a vulnerable adult is made against a member of staff and relates to their actions as a member of ArtsEd staff, a referral should be made to the headteacher of the Day School and Sixth Form.
56. Where an allegation of abuse or inappropriate behaviour towards a child/vulnerable adult is made against a HE student and relates to their actions as a member of ArtsEd, a referral should be made to the HE DSL and DSL
57. Where an allegation of abuse or inappropriate behaviour is made against a pupil under the age of 18, a referral must be made to the DSL and/or DSL for the Day School and Sixth Form for advice and guidance.
58. Where an allegation of abuse or inappropriate behaviour towards a child/vulnerable adult is made against an independent contractor, supply teacher or volunteer to ArtsEd, a report should be made to the Headteacher who will review the matter with the DSL and set out the next steps to take.
59. Where an allegation of abuse or inappropriate behaviour towards a child/vulnerable adult is made against a visitor to ArtsEd, a report should be made to the Headteacher if the concern is about a child and to the HE DSL and/or principal if the concern is about a vulnerable adult, who will review the matter with the DSL and set out the next steps to take.
60. If the allegations of abuse are about the DSL and/or DSL, the report should be made to the Headteacher and/or Principal.
61. If the allegations of abuse are about the Headteacher (DSSF), the Director of the School of Acting and/or the Director of the School of Musical Theatre, a referral should be made to the Principal without informing the Headteacher or the Directors.
62. If the allegations of abuse are about the Principal (Executive Leadership Team in their absence), then a referral should be made to the Chair of Trustees without informing the Principal (Executive Leadership Team in their absence),
63. Where an allegation of abuse or inappropriate behaviour is made against a member of the Board of Trustees, including the DST, a report should be made to the Chair of Trustees.
64. Where an allegation of abuse or inappropriate behaviour is made against the Chair of Trustees then it should be reported to the local authority designated officer (LADO).
65. Where a staff member believes there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) they should report it directly to the local authority designated officer (LADO).

## E. Key Definitions

**Definition (Please see Appendix 9 of this Policy for more definitions). For the purposes of this policy:**

- a. **Child:** Section 60 of the Safeguarding Vulnerable Groups Act 2006 defines a Child as “a person who has not attained the age of 18”.
- b. **Young Person:** A Young Person is defined as a person who has not attained the age of eighteen.
- c. **Adult:** An Adult is defined as a person of eighteen years or more. To identify an ‘adult at risk’ consider these three questions;
  - Does the adult have need for specific care and support?
  - Is the adult experiencing, or at risk of experiencing, abuse or neglect?
  - As a result of their support needs, are they unable to protect themselves from the risk of abuse or neglect?
- d. From KCSIE 2024 **Safeguarding and promoting the welfare of children** means:
  - Providing help and support to meet the needs of children as soon as problems emerge
  - Protecting children from maltreatment whether that is within or outside the home, including online
  - Preventing impairment of children’s mental and physical health or development
  - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
  - Taking action to enable all children to have the best outcomes
- e. **Vulnerable Group/Individuals**

66. A member of a ‘Vulnerable Group’ (also referred to as ‘adults at risk’) is defined as a person aged 18 or over who is, or may be in need of, community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of themselves, or unable to protect him or herself against significant harm or exploitation. Those defined to be members of a ‘Vulnerable Group’ are to be treated with the same standard of care as that offered to children and young people.
- f. **Loco Parentis**

67. ‘In loco parentis’ (Latin) means “in the place of a parent.” ArtsEd acts in loco parentis when carrying out its duties in relation to under 18s.
- g. **Regulated Activity**

68. Regulated activity excludes family arrangements, and personal, non-commercial arrangements.

  - **Children:**

69. The definition of regulated activity relating to children comprises only:

  - a. Unsupervised activities: teach, train, instruct, care for or supervise children, or provide advice/guidance on well-being, or drive a vehicle only for children;
  - b. Work for a limited range of establishments (‘specified places’), with opportunity for contact for example, schools, children’s homes, childcare premises. Not work by supervised volunteers;
  - c. Relevant personal care, for example washing or dressing, or health care by or supervised by a professional;
  - d. Registered childminding, and foster carers.

70. Work under **75 (a) or 75 (b)** is regulated activity only if done regularly by the same person. The definition of whether a ‘regulated activity’ is done regularly is if:

  - a. It is done frequently [once a week or more];

- b. It is done on 4 or more nights in a 30-day period;
- c. It takes place overnight [at any point between the hours of 2am and 6am].

- **Adults**

71. The definition of regulated activity relating to adults no longer labels adults as 'vulnerable'. Instead, the definition identifies the activities which, if any adult requires them, lead to that adult being considered vulnerable at that particular time. There are six categories of people who will fall within the current definition of regulated activity. A list of these categories is set out below:

- a. Providing health care;
- b. Providing personal care;
- c. Providing social work;
- d. Assistance with cash, bills and/or shopping;
- e. Assistance in the conduct of a person's own affairs;
- f. Conveying (a person who transports an adult because of their age, illness, or disability).
- g.

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

i. **Types of Abuse**

72. **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. Abuse is a form of maltreatment of a child or 'adults at risk' and may involve inflicting harm or failing to act to prevent harm. Neglect is a form of abuse and is the persistent failure to meet a child's or a vulnerable adult's basic physical and/or psychological needs, likely to result in serious impairment affecting health and/or development. Please refer to **Appendix 7** for procedures to follow when a child discloses abuse and **Appendix 8b** for managing specific safeguarding concerns like child-on child abuse. The categories of abuse are:

73. **Physical abuse**: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child or an 'individual at risk' including an 'adult at risk'. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child/ 'adult at risk'. Signs of possible physical abuse are:

- Unexplained recurrent injuries or burns;
- Fabricated or induced illness;
- Injuries that form a shape or pattern that may look like the object used to make the injury (e.g., buckle, hand, iron, teeth, cigarette burns);
- Improbable excuses or refusal to explain injuries;
- Wearing clothes to cover injuries, even in hot weather;
- Refusal to change for vocational lessons;
- Bald patches;
- Running away;
- Fear of medical help or examination;
- Self-destructive tendencies;
- Aggression towards others;
- Fear of physical contact – shrinking back if touched;
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study'); and
- Fear of their suspected abuser being contacted.



**74. Emotional abuse:** the persistent emotional maltreatment of a child/‘individual at risk’ including an ‘adult at risk’ such as to cause severe and adverse effects on their emotional development. It may involve conveying to a child / ‘individual at risk’ that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child / ‘individual at risk’ opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed. These may include interactions that are beyond a child’s / ‘individual at risk’s’ developmental capability as well as overprotection and limitation of exploration and learning or preventing them from participating in normal social interactions. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children / ‘individuals at risk’ frequently to feel frightened or in danger, or the exploitation or corruption of children / ‘individuals at risk’. Some level of emotional abuse is involved in all types of maltreatment, although it may occur alone.

**Signs of possible emotional abuse are:**

- Physical, mental and emotional development flags;
- Low self-esteem;
- Sudden speech disorders;
- Continual self-depreciation (‘I’m stupid, ugly, worthless, etc.’);
- Overreaction to mistakes;
- Extreme fear of any new situation;
- Inappropriate response to pain (‘I deserve this’);
- Neurotic behaviour (rocking, hair twisting, self-mutilation);
- Running away; and
- Extremes of passivity or aggression.

**75. Sexual abuse:** involves forcing or enticing to take part in sexual activities, not necessarily a high level of violence, whether or not they are 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. They may also include 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by men. Women can also commit acts of sexual abuse, as can other children. **Signs of possible sexual abuse:**

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child’s age;
- Medical problems, such as chronic itching, pain in the genitals, venereal diseases;
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia;
- Personality changes, such as becoming insecure or clingy;
- Regressing to younger behaviour patterns, such as thumb sucking or bringing out discarded cuddly toys;
- Sudden loss of appetite or compulsive eating;
- Being isolated or withdrawn;
- Inability to concentrate;

- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder;
- Displays sexual knowledge beyond a child's years;
- Overly sexualised behaviour, promiscuity;
- Pregnancy, particularly when reluctant to name father;
- Starting to wet again, day or night/nightmares;
- Becomes worried about clothing being removed;
- A child suddenly drawing sexually explicit pictures;
- Drugs, alcohol or solvent abuse; and
- Trying to be 'ultra-good' or perfect, overreacting to criticism.

76. **Neglect:** the persistent failure to meet a child's and/or an 'individual at risk's' basic physical and/or psychological needs, likely to result in the serious impairment of health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Neglect may involve a parent or carer failing to: provide adequate food, clothing or shelter (including exclusion from home or abandonment); not protecting from physical and emotional harm or danger; not ensuring adequate supervision (including the use of inadequate care-givers); or denying access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's and/or an 'individual at risk's' basic emotional needs. **Signs of possible neglect are:**

- Constant hunger;
- Poor personal hygiene;
- Constant tiredness;
- Poor state of clothing;
- Emaciation;
- Untreated medical problems;
- No social relationships;
- Compulsive scavenging; and
- Destructive tendencies.

## F. Underlying Principles

### i. Whistleblowing

77. In accordance with the Public Interest Disclosure Act 1988, ArtsEd will support and protect any pupils, students, staff members and Trustees who, in good faith and without malicious intent, report suspicions of abuse or concerns against staff members or Trustees and their actions. ArtsEd has a robust system for reporting and handling concerns, including poor or unsafe practices and potential failures in ArtsEd's safeguarding procedures. Reports about any concerns or allegations about the behaviour of colleagues or practices that are likely to put children and/or 'individuals at risk', including 'adults at risk' at risk of abuse or other serious harm should be made to the DSL and/or DSL. Any reports made will be handled with sensitivity. Pupils, students, staff members and Trustees reporting the alleged incident should be assured that they will not face any retribution as a result of their actions.
78. Staff members and Trustees are expected to follow the procedures laid out in this policy. Please also refer to the [Whistleblowing Policy](#) for more details. Pupils, students, staff members and Trustees who feel unable to raise their concerns internally should use the **NSPCC's Whistleblowing Helpline 08000280285**.

### ii. Early Help

79. Early identification of children who may not be at risk of significant harm but are in need of additional support from one or more agencies is essential. Early help means providing support as soon as a problem arises.
80. For children in need of additional support who may become at risk, school may be the one stable place from which they can expect security and reassurance. It is not only about being alert to potential abuse but providing the support to help children through difficult times, providing them with the coping skills that can help avoid situations arising, and dealing with the emotional difficulties that arise afterwards if they do. All staff are expected to be able to identify and recognise all possible forms of abuse (see Key Definitions), neglect and exploitation and shall be alert to the potential need for early help for a child who:
- Is disabled
  - Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
  - Is a young carer
  - Is bereaved
  - Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
  - Is frequently missing/goes missing from education, care or home
  - Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
  - Is at risk of being radicalised or exploited
  - Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
  - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

81. Staff members are aware of 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.

82. If a staff member feels that a child needs additional support, they should record and report their concerns to the DSL and/or DSL. The DSL and/or DSL will decide whether to refer immediately to [Early Help](#) or School Pastoral Support as appropriate. If a decision is made to access Early Help, then the safeguarding team will monitor the case and refer should the situation not seem to improve. Hounslow Early Help Support can be contacted via the telephone on [020 8583 6600](tel:02085836600)

### iii. **Safer Recruitment**

83. All children and vulnerable adults deserve to live in a safe environment that promotes their health and development and is free from abuse, maltreatment and exploitation. ArtsEd through the Safer Recruitment process maintains an environment that ensures staff members, whether paid or voluntary, are suitable for a position working with children and/or vulnerable people. To carry out a safer recruitment process, ArtsEd will:

- a. Inform candidates of the Institution's commitment to Safeguarding those in our care;
- b. Inform shortlisted candidates that online searches may be done as part of due diligence checks;
- c. Carefully plan the recruitment process timeline to properly vet each candidate;
- d. Ensure all interview panels include at least one staff member who has Safer Recruitment in Education accreditation;
- e. Ensure applicants undergo strict vetting procedures before appointment;
- f. Carry out pre-employment checks. This includes Enhanced DBS checks, qualification checks, reference checks, identity checks, overseas police checks where relevant, checks with the Teaching Regulations Agency, and Prohibition from Management Checks;
- g. Only confirm employment once all checks are complete;
- h. Ensure staff members are appropriately trained for their duties commencing with formal Safeguarding Induction training.
- i. Keep copies of documents used to verify the successful candidate's identity, right to work and required qualifications on their personnel file.

84. This is not an exhaustive list of how to carry out a safer recruitment process. For more information, please contact Human Resources by sending an email to [hr@artsed.co.uk](mailto:hr@artsed.co.uk). Please also refer to the

**iv. Duty to Refer to the Disclosure and Barring Service (DBS)**

85. It is a criminal offence to knowingly allow a barred person to work in 'regulated activity'. ArtsEd is legally required to forward information about anyone who has been dismissed or removed from 'regulated activity' [or would have done had they not already left] because they harmed or posed a risk of harm to vulnerable groups to the DBS.
86. Where the Institution has concerns that an individual has caused harm or poses future risk of harm to vulnerable groups including children, it will need to complete a [DBS Referral Form](#). If ArtsEd believes that the person has committed a criminal offence, then such information will be passed to the police. For further information on the duty to refer to the DBS please click [HERE](#).

**v. Code of Practice for Freedom of Speech and External Speakers/Teachers**

87. As set out in the Institution's Articles of Association, ArtsEd is committed to upholding academic freedom of enquiry in its teaching and to ensuring free and open debate can take place in an atmosphere of tolerance and within the law. ArtsEd's [Code of Practice for Freedom of Speech](#) sets out ArtsEd's External Speaker Policy. ArtsEd starts from the position that all meetings, events and activities (online or otherwise) should take place. However, there may be instances where ArtsEd may need to balance the decision to allow a speaker to express themselves against the need to comply with other legal duties. ArtsEd will not stop an invited speaker from speaking at a meeting, event or during an activity (online or otherwise) unless:
- a. They are likely to express unlawful speech.
  - b. Their attendance would lead the Institution to breach other legal obligations, including the Prevent duty and the Equality duty, if no reasonably practicable steps can be taken to reduce these risks.
  - c. The speaker belongs to a body which is a Proscribed Organisation as defined by the UK Home Office, under the Terrorism Act 2000.
  - d. Steps within the approval procedure have not been completed in sufficient time for the meeting, event or activity to be assessed and approved by the institution to proceed.
88. When deciding whether to host a particular meeting, event or activity (online or otherwise) including hosting an external speaker, ArtsEd will consider whether the views expressed, or likely to be expressed, are ones that could discriminate, cause harm, risk drawing people into terrorism or breach any of the Institution's legal obligations. Where ArtsEd identifies risks which cannot be mitigated, the meeting, event or activity (including the speaker) will not be allowed to proceed.
89. Credentials of speakers are researched and a record of the searches is kept. Anonymised statistical information relating to the number and type of events collected as part of ArtsEd's External Speakers Review process are reported annually to the Board of Trustees and the Office for Students as part of the *annual 'Prevent Duty Monitoring, Accountability and Data Return'*.
90. Within the Day School and Sixth Form, all external speakers/teachers will have online searches completed as part of diligence checks and will be supervised whilst onsite. All visitors and guest speakers are expected to sign in at reception and wear a visitor's badge throughout their time on site. The DSSF DSL keeps a log of all visiting professionals and the checks done

## G. Legal Framework

### Legislation and Statute

91. ArtsEd's Safeguarding and welfare approach is guided by the legal framework set out below. Any relevant future/new legislation will be included at the first opportunity to do so.
92. This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2024\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).
93. 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 and [The Protection of Freedoms Act 2012](#)
  - [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
  - [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
  - [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
  - [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as: sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

## Section B: Role Description for Designated Safeguarding and Welfare Leads and Officers

### Appendix 1: Role Description for Designated Institutional Safeguarding Lead

ArtsEd is committed to Safeguarding and promoting the welfare of children, young people and 'individuals at risk', including 'adults at risk', across its functions/provisions and throughout the Institution. The Institution expects all pupils, students, staff and volunteers to share this commitment.

The Designated Institutional Safeguarding Lead (DISL) is responsible for co-ordinating the ArtsEd's Safeguarding practices including:

1. Being accountable to ArtsEd's Board of Trustees for ArtsEd's Safeguarding (including Prevent);
2. Keeping abreast of regulatory and statutory changes;
3. Ensuring there is a staff structure and committee structure in place to fulfil Safeguarding (including Prevent) responsibilities;
4. Chair ArtsEd's Designated Safeguarding and Welfare Operational Group and be a member of ArtsEd's Safeguarding, Health and Safety Committee;
5. Ensuring ArtsEd's Safeguarding (including Prevent) Policies and Procedures are up to date and robust;
6. Ensuring ArtsEd's online safety practices, including filtering and monitoring arrangements are up-to-date, compliant and robust;
7. Liaising with the Human Resources Department about safe recruitment procedures, Disclosure and Barring Service matters, induction of new staff and training, where relevant;
8. Liaising with other ArtsEd Departments about safe procedures relating to learners' (pupils and students) administration including Disclosure and Barring Service matters and training;
9. Ensuring procedures are in place for managing allegations against staff, protection, whistleblowing and safe recruitment practices;
10. Ensuring procedures are in place for raising awareness of ArtsEd's Safeguarding and Prevent approach;
11. Ensuring that secure records of protection concerns are stored and shared appropriately;
12. Developing and implementing Institutional-wide procedures/practices and guidance for Safeguarding and welfare, taking into account any local Safeguarding guidance;
13. Creating and maintaining links with the local Social Services department teams;
14. Participating in a network of Principal/Institutional Safeguarding Officers/Leads externally;
15. Participating in a network of Principal/Institutional Prevent Officers/Leads externally;
16. Ensuring procedures are in place for managing disclosures to a member of ArtsEd staff against someone in the child's or 'individual at risk's' including 'adults at risk' family or someone involved in their home, school or social life;
17. Ensuring that monitoring review systems are in place to incorporate new guidance and legislation and to test out existing systems;
18. Referring any suspected cases of abuse to the relevant investigating agency and where necessary working with DSL for the Day School and Sixth Form;
19. In conjunction with Human Resources, ensuring that staff and Trustees undertake training appropriate to their roles in relation to Safeguarding;
20. Undertaking required training appropriate to the role including training L3 Safeguarding Children training, Prevent Awareness Training and training to identify signs of abuse and when it is appropriate to make a referral;
21. Attending any relevant refresher training;
22. Implement Institutional policies and procedures on Safeguarding and welfare;

23. Understanding how statutory/legal requirements apply to student/staff case management;
24. Working with the Head of Facilities, Deputy Head of Day School and Sixth Form, Head of Human Resources and any other relevant staff to ensure everyone at ArtsEd and those using its premises/facilities understand the full scope of their responsibilities concerning Safeguarding and welfare at ArtsE



## Appendix 2: Role Description for Designated Safeguarding Lead (DSL) ForDSSF

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Designated Safeguarding Lead (DSL) for DSSF will act as ArtsEd's Deputy Designated Institutional Safeguarding Lead (DDISL) and is responsible for co-ordinating the ArtsEd's Safeguarding practices in the Day school and Sixth Form including:

1. Taking lead responsibility for all child protection matters arising at the School and to support all other staff in dealing with any child protection concerns that arise including those relating to the Prevent duty.
2. Having the status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children.
3. Ensuring procedures are in place for raising awareness of ArtsEd's Safeguarding and Prevent approach;
4. Working with the DSL to refer cases of suspected abuse or radicalisation of any pupil or student and/or cases involving a staff member to the relevant external partner such as LADO, police and/or Channel; supporting staff who make referrals to the local authority children's social care;
5. To liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
6. To liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with the relevant agencies so that children's needs are considered holistically;
7. Ensure the School's child protection policies are renewed annually, known and understood by staff members and available publicly include on the Institution's website.
8. Ensure that parents are aware that referrals about suspected abuse or neglect maybe made to children's social care and the School's role in this.
9. Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and the senior leadership staff
10. Assessing the training needs of all School staff in relation to Safeguarding and Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers and keeping records of such training; Ensure all staff have read and understood Part One of KCSIE.
11. The Designated Safeguarding Lead will have line management responsibility for the Deputy Designated Safeguarding Leads in the DSSF.
12. Undertake level 3 refresher training every two years;
13. The knowledge and skills of the Designated Safeguarding Lead should be refreshed at regular intervals to allow them to understand and keep up to date with developments to their role so that they can:
  - understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements.
  - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
  - be alert to the specific needs of children in need, those with special educational needs and young carers;

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- be able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;
- can recognise the additional risks that children with SEN and disabilities (**SEND**) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

### **Appendix 3: Role Description for Deputy Designated Safeguarding Leads(DDSLs ArtsEd Extra)**

ArtsEd is committed to Safeguarding and promoting the welfare of children, young people and 'individuals at risk' including 'adults at risk' across its functions and provisions including ArtsEd Extra. The Institution expects all pupils, students, staff and volunteers to share this commitment.

**Deputy Designated Safeguarding Leads (ArtsEd Extra) (DDSLs ArtsEd Extra)** will report to the Designated Institutional Safeguarding Lead (DISL). They have primary responsibilities for ArtsEd Extra's Safeguarding and welfare matters (including those relating to child protection and 'individuals at risk', including adults).

The **(DDSLs ArtsEd Extra)** have responsibility for supporting all ArtsEd Extra staff in dealing with any Safeguarding concerns that arise including:

1. Being accountable to the Designated Institutional Safeguarding Lead (DISL) for assigned Safeguarding (including Prevent duty) practices for their area of responsibility;
2. Acting as a source of support, advice and expertise to ArtsEd Extra staff members for Safeguarding and welfare of children and 'individuals at risk' including 'adults at risk';
3. Having status and authority within ArtsEd Extra to carry out the duties of the post including, where appropriate, supporting and directing other staff to safeguard and promote the welfare of children and 'individuals at risk' including 'adults at risk';
4. Acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to Safeguarding and the Prevent duty at ArtsEd Extra;
5. Ensuring ArtsEd's online safety practices, including filtering and monitoring arrangements are complied with;
6. Promoting and Safeguarding the welfare of children, young persons and individuals at risk' who come into contact with ArtsEd Extra;
7. Referring all cases of suspected abuse of any pupil at ArtsEd Extra to children's Social Care;
8. Referring cases to the Channel programme where there is a radicalisation concern as required;
9. Working with the DISL and Human Resources to make referrals to the Disclosure and Barring Service (**DBS**) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child and/or vulnerable person;
10. Making referrals to the police where a crime may have been committed which involves a child and/or an 'individual at risk' including 'adults at risk';
11. Ensuring that parents are aware that referrals about suspected abuse or neglect may be made to children's social care, clarifying ArtsEd Extras role in this;
12. Meeting with the DISL fortnightly and provide regular updates about Safeguarding and welfare practices in ArtsEd Extra;
13. Where relevant, liaising with Local Authority Designated Officer (LADO) on child protection matters which concern a staff member as well as work with staff on matters of safety, welfare and Safeguarding when deciding whether to make a referral by liaising with the relevant agencies;
14. Ensuring ArtsEd's Safeguarding and Child Protection Policy (which also applies to ArtsEd Extra) is publicly available, understood and used appropriately as well as supporting the annual (or as required) review of ArtsEd's Safeguarding Policy;
15. Ensuring regular process reviews take place with regards to Safeguarding and welfare procedures at ArtsEd Extra and that changes are implemented appropriately;

16. Being always available during ArtsEd Extra hours for staff to discuss any safeguarding concerns and making appropriate cover arrangements for out of hours / out of term activities in liaison with the DSL;
17. Undertaking required training appropriate to the role including L3 Safeguarding Children training, Prevent Awareness training and training to identify signs of abuse and when it is appropriate to make a referral;
18. Committing to personal development to ensure knowledge and skills relating to Safeguarding and welfare are refreshed at regular intervals;
19. Providing Safeguarding and welfare induction training for all new ArtsEd Extra staff and refresher updates to all ArtsEd Extra staff;
20. Attending fortnightly Safeguarding and Welfare Meetings for ArtsEd Extra and maintain and update ArtsEd Extra's Case Management Reporting tool;
21. Being a member of the Designated Safeguarding and Welfare Operational Group and attend the Group's meeting once a term;
22. Keep detailed, accurate and secure written records of referrals, concerns and incidents and ensuring that these are passed to the DSL, as required;
23. Understanding how statutory/legal requirements apply to pupil/student case management;
24. Ensuring confidential record keeping and storage in relation to Safeguarding and welfare;
25. Assist with the development of Institution-wide procedures/practices and guidance for safeguarding, taking into account any local Safeguarding guidance and identified trends and themes;
26. Understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation and the requirements of the Equality Act 2010 and the Equality duty;
27. Working collaboratively with all ArtsEd staff with assigned Designated Safeguarding functions.

#### **Appendix 4: Role Description for Designated Safeguarding and Welfare Leads (DSWLs) and Designated Safeguarding and Welfare Officers (DSWOs) for Higher Education Schools**

ArtsEd is committed to Safeguarding and promoting the welfare of children, young people and 'individuals at risk' including 'adults at risk' across its functions and provisions including when making provision for Higher Education students. The Institution expects all pupils, students, staff and volunteers to share this commitment.

**The Designated Safeguarding and Welfare Lead (DSL) for Higher Education Schools** will be accountable to the Designated Institutional Safeguarding Lead (DISL) for assigned Safeguarding (including Prevent duty) practices relating to their respective Schools. They will also Chair their School's Weekly Safeguarding and Welfare meetings.

**Designated Safeguarding and Welfare Officers (DSWOs) for Higher Education Schools** will report to the Designated Safeguarding and Welfare Lead (DSL) and have primary responsibilities for their relevant Higher Education School's Safeguarding and welfare matters with regards to student cases (including those relating to child protection and 'individuals at risk' including 'adults at risk').

The **DSL and DSWOs for Higher Education Schools** have responsibility for supporting their respective Higher Education Schools with dealing with any Safeguarding concerns that arise with regards to students including:

1. Acting as the first point of contact/expert for staff and students, providing support and advice on Safeguarding and welfare cases involving students (including where it involves children and 'individuals at risk' including 'adults at risk') and when required to make referral by liaising with the relevant/external agencies such as Social Services;
2. Raise awareness to staff and students of safeguarding and welfare in their School;
3. Having status and authority to carry out the duties of the post including, where appropriate, supporting and directing other staff members to safeguard and promote the welfare of children and individuals at 'risk';
4. Ensuring ArtsEd's online safety practices, including filtering and monitoring arrangements are complied with;
5. Attending weekly Safeguarding and Welfare Meetings for their School;
6. Maintaining and updating their School's Student Case Management Reporting Tool;
7. Being a member of the Designated Safeguarding and Welfare Operational Group and attend the Group's meeting once a term;
8. Referring cases of suspected abuse or allegations regarding children and 'individuals at risk' including 'adults at risk' to the relevant investigating agencies (such as Local Authority Designated Officer (LADO), Channel etc.,) and to the DISL or DSL (Day School and Sixth Form), where appropriate;
9. Liaising with LADO on child protection matters which concern a staff member as well as work with staff on matters of safety, welfare and Safeguarding;
10. Acting as a source of support, advice and expertise within the relevant Higher Education School and assigned area of responsibility;
11. Working with other School's Safeguarding and Welfare Lead/Officers to ensure there is always cover for their area of responsibility;
12. Liaising with, and informing, the DISL of any issues and on-going investigations/ student cases, where relevant;

13. Where appropriate, triaging or invoking relevant processes aimed at supporting students with Safeguarding needs such as Fitness to Study and/or counselling;
14. Where appropriate, working with the DSL and Human Resources to make referrals to the Disclosure and Barring Service (DBS) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child and/or 'individuals at risk' including 'adults at risk';
15. Liaising with Human Resources for any Disclosure and Barring Service matter as required (for example, pending arrival of Disclosure and Barring Service checks);
16. Where appropriate, seeking expert advice (from the central Student Support and Wellbeing Team, IT, and Health and Safety Team) aimed at Safeguarding and supporting students etc.;
17. Acting as a source of support, advice and help to other staff involved with a Safeguarding or welfare matter;
18. Assisting with the development of Institution-wide procedures/practices and guidance for safeguarding, taking into account any local Safeguarding guidance and identified trends and themes;
19. Raising awareness of ArtsEd's Safeguarding and Child Protection Policy (amongst staff) and helping staff to know about and understand the Policy as well as support the annual (or as required) review of ArtsEd's Safeguarding Policy;
20. Supporting regular process reviews with regards to Safeguarding and welfare procedures at ArtsEd and ensuring changes are implemented appropriately;
21. Keeping detailed, accurate and secure written records of referrals, concerns and incidents ensuring that these are passed to the DSL, as required;
22. Ensuring confidential record keeping and storage in relation to Safeguarding and welfare;
23. Undertaking required training appropriate to the role including L3 Safeguarding Children training, Prevent Awareness training and training to identify signs of abuse and when it is appropriate to make a referral;
24. Where required, assisting with promoting training to staff members;
25. Understanding how statutory/legal requirements apply to student case management;
26. Committing to personal development to ensure knowledge and skills relating to Safeguarding and welfare are refreshed at regular intervals;
27. Understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation and the requirements of the Equality Act 2010 and the Equality duty;
28. Working collaboratively with all ArtsEd staff with assigned Designated Safeguarding functions.

## **Appendix 5: Role Description for Designated Safeguarding and Welfare Officers (Staff)**

ArtsEd is committed to Safeguarding and promoting the welfare of children, young people and 'individuals at risk' including 'adults at risk' across its functions and provisions including its staff members and staff members/volunteers working on behalf of ArtsEd. The Institution expects all pupils, students, staff and volunteers to share this commitment.

**Designated Safeguarding and Welfare Officers (DSWOs for Staff)** will report to the Designated Institutional Safeguarding Lead (DISL) and are responsible for staff Safeguarding and welfare matters (including matters relating to child protection and 'individuals at risk', including 'adults at risk').

The **DSWOs for Staff** are responsible for supporting staff in dealing with any Safeguarding concerns that arise including:

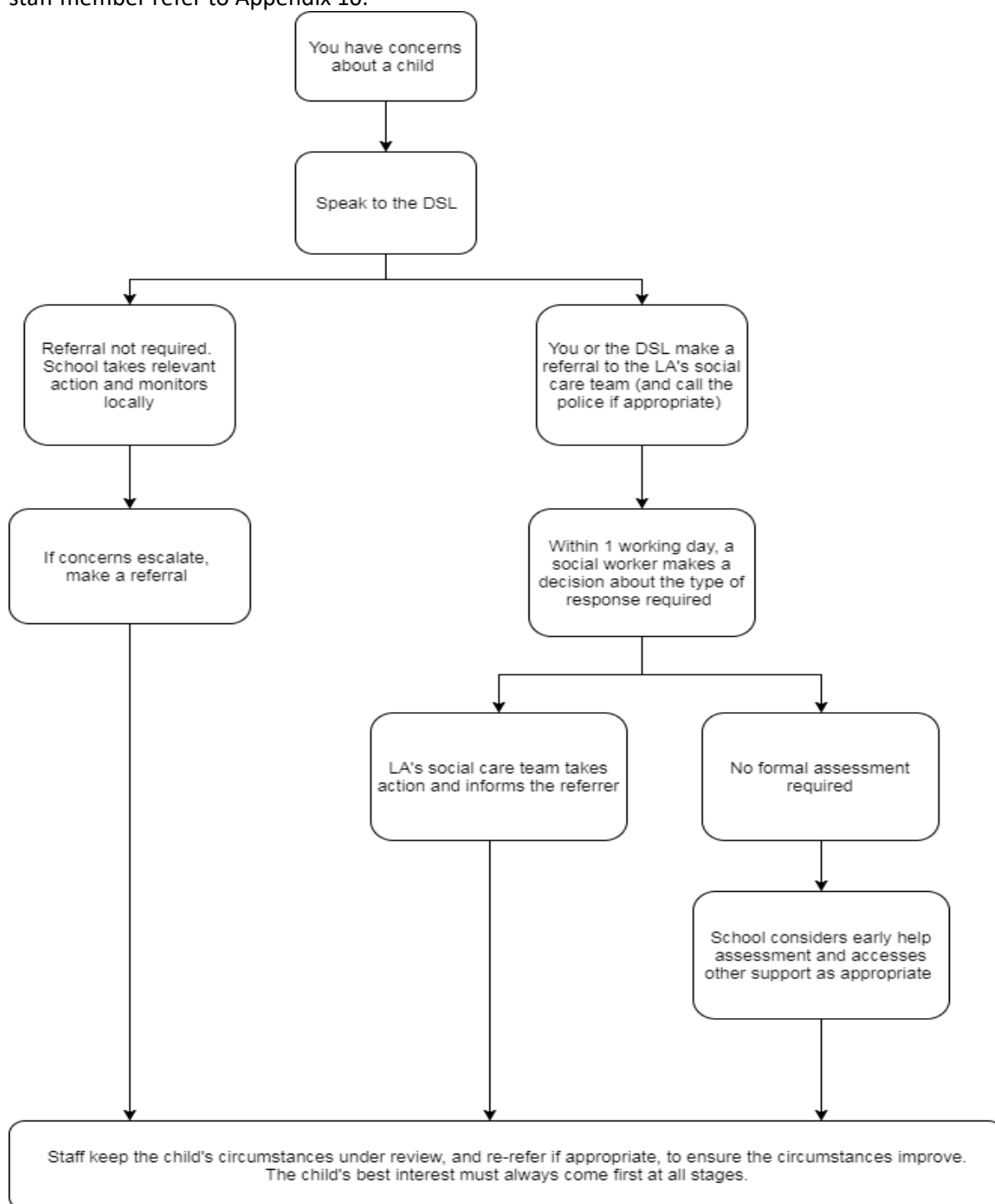
1. Being accountable to the Designated Institutional Safeguarding Lead (DISL) for assigned Safeguarding activities (including Prevent duty) relating to staff;
2. Liaising regularly with the DISL to inform them of any issues and on-going investigations;
3. Working with the DISL and the DSWO (Staff) team to ensure there is always cover for their roles;
4. Where appropriate, seeking expert advice from the Human Resources Team, Health and Safety Team etc. aimed at safeguarding and supporting staff;
5. Raise awareness of safeguarding and welfare with staff across ArtsEd;
6. Ensuring ArtsEd's online safety practices, including filtering and monitoring arrangements are complied with;
7. Acting as the first point of contact/expert providing support and advice on Safeguarding and welfare cases involving staff members (including where it involves children and 'individuals at risk' including 'adults at risk') and when required to make referral by liaising with the relevant/external agencies such as Social Services;
8. Refer cases of suspected abuse or neglect of children and/or vulnerable individuals at risk to the relevant investigating agencies and to the DISL and/or DSL (Day School and Sixth Form);
9. Having status and authority to carry out the duties of the post including, where appropriate, supporting and directing other staff members to safeguard and promote the welfare of children and 'individuals at risk' including 'adults at risk';
10. Being a member of the Designated Safeguarding and Welfare Operational Group and attend the Group's meeting once a term;
11. Attending any other Safeguarding and welfare related meetings as required such as Safeguarding and welfare case conferences involving staff, triaging where as necessary;
12. Where appropriate, triaging or invoking relevant processes aimed at supporting staff with Safeguarding issues such as referrals to mediation or counselling;
13. Where appropriate, working with the DISL and Human Resources to make referrals to the Disclosure and Barring Service (**DBS**) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child and/or vulnerable person;
14. Where required, assisting with promoting training to staff members;
15. Keeping detailed, accurate and secure written records of referrals, concerns and incidents and ensuring that these are passed to the DISL and Human Resources, where required;

16. Assisting with the development of Institution-wide procedures/practices and guidance for Safeguarding, taking into account any local Safeguarding guidance and identified trends and themes;
17. Raising awareness amongst staff of ArtsEd's Safeguarding and Child Protection Policy and helping staff to know about and understand the Policy as well as support the annual (or as required) review of ArtsEd's Child Protection Policy;
18. Supporting regular process reviews with regards to Safeguarding and welfare procedures at ArtsEd and ensuring changes are implemented appropriately;
19. Ensuring confidential record keeping and storage in relation to Safeguarding and welfare;
20. Liaising with Local Authority Designated Officer (LADO) on child protection matters which concern a staff member as well as work with staff on matters of safety, welfare and Safeguarding;
21. Undertaking required training appropriate to the role including L3 Safeguarding Children training, Prevent Awareness training and training to identify signs of abuse and when it is appropriate to make a referral;
22. Committing to personal development to ensure knowledge and skills relating to Safeguarding and welfare are refreshed at regular intervals;
23. Understanding how statutory/legal requirements apply to staff case management;
24. Understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation and the requirements of the Equality Act 2010 and the Equality duty;
25. Working collaboratively with ArtsEd's staff with assigned Designated Safeguarding functions.



## Section C: Welfare and Safeguarding Procedures

**Appendix 6: Procedure if you have concerns about a child's welfare** (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger). If the concern is about the conduct of a staff member refer to Appendix 10.



## **Appendix 7: Procedure for Responding when children disclose acts of abuse**

### **A. Introduction**

It is necessary to create the right atmosphere when meeting and communicating with children, to help them feel at ease and reduce any pressure from parents, carers or others. Children will need reassurance that they will not be victimised for sharing information or asking for help or protection. It is essential that any accounts of adverse experiences coming from children are as accurate and complete as possible. Inaccurate accounts can lead to children remaining unsafe, or to the possibility of wrongful actions being taken that affect children and adults.

### **B. Communicating with vulnerable children: a guide for practitioners**

If a staff member is the recipient of a child's confidence, it is their responsibility to observe, record and report. It is not the responsibility of staff to investigate possible abuse or neglect but staff should refer concerns to the DSL and may need to provide information to police investigations and contribute towards any safeguarding assessments. The DSL will, in turn, refer concerns onto the Local (Hounslow) Safeguarding Children Partnership.

#### **i. Staff should:**

- Listen with care, allowing silence;
- Reassure the child that they are not to blame and was right to tell the staff member;
- Not show disbelief;
- Not appear shocked or angry;
- Not give a guarantee of confidentiality;
- Take all allegations seriously;
- Avoid being judgemental about the information given by the child;
- Not pursue matters with direct questioning; a child may become distressed when faced with persistent questioning. 'Open ended' questions should be used rather than 'leading' questions. The child should never be interrogated;
- Ask the informing adult or child what steps they would like to be taken to protect them now that they have made the allegation, and assure them that the school will try to follow their wishes;
- Not interview alleged victims, perpetrators, those reporting abuse and others involved beyond the point at which it is clear that there is an allegation of abuse.
- Provide a written report within 24 hours and make a copy available to the DSL; and
- Refer to the DSL in accordance with the school's guidelines.

#### **i. In addition, staff should:**

- Keep detailed notes and make a record of them on the same day.
- Be vigilant for signs of abuse and never assume that abuse is impossible within the school.
- Not disclose the identity of the alleged perpetrator, be they staff, an adult or another pupil, to anyone outside of the statutory reporting procedures.

## **Appendix 8a: Procedures for dealing with allegations of child-on-child abuse**

ArtsEd is aware that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation. That a pupil harming a peer could be a sign that the child is being abused themselves. If a pupil makes an allegation of abuse against another pupil to a staff member, the staff members must record the allegation and inform the DSL, but must not investigate it. The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence. The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. The DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate.

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

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- a. Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- b. Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- c. Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- d. Ensure pupils are able to easily and confidently report abuse using our reporting systems
- e. Ensure staff reassure victims that they are being taken seriously
- f. Ensure staff are alert to reports of sexual violence and/or harassment that may point to environmental/systematic problems or reflect wider issues
- g. Ensure staff are trained to understand:
  - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
  - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
  - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child's behaviour might indicate that something is wrong

## **Appendix 8b: Procedure for responding to child-on-child abuse (sexual violence and sexual harassment)**

### **A. Introduction**

At all times ArtsEd will carefully consider any report of sexual violence or harassment and act in the best interests of the child. It is important that all staff show that sexual violence and sexual harassment are unacceptable, and not passed off as 'banter' or 'part of growing up'.

ArtsEd recognises that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support and that when considering instances of harmful sexual behaviour between children, the school will consider their ages and stages of development.

Sexual violence and sexual harassment can be between two children, or a group of children. Sexual violence refers to rape, assault by penetration or sexual assault. Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone, upskirting; or displaying photos of a sexual nature; and online activity including sharing of images or video (sexting) or making inappropriate sexual comments (Note - this list is not exhaustive). Abuse within intimate partner relationships also falls under child-on-child abuse.

### **B. Responding to reports of sexual violence and sexual harassment**

Reports of sexual violence are often complex and require difficult decisions to be made. Decisions ultimately are made on a case-by-case basis, with the DSL taking a leading role, supported by other agencies such as children's social care or the police. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

Children under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law) and creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

### **C. Immediate response to a disclosure**

The initial response to a disclosure is important and staff should ensure the victim is taken seriously and supported. Staff should not assume that someone else is dealing with the incident, and should discuss concerns with the DSL. Where an incident between two pupils takes place away from the school, the school's duties remain the same.

How a staff member responds to a disclosure is the same as they would regarding any other disclosure with the following additional prompts to bear in mind:

- Staff should be aware of anonymity in cases where an allegation is progressing through the criminal justice system.
- Schools should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media.
- Staff will reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them.

- Schools should make a risk assessment in cases of a report of sexual violence, considering the victim, alleged perpetrator and other children at the school.
- Risk assessments should be kept under review. In cases of sexual violence a professional risk assessment by external specialists may be required, and should be used to inform the school's own risk assessment.
- While the facts are being established, schools should consider removing the alleged perpetrator from any classes shared with the victim, and consider how best to keep them a reasonable distance apart, in the best interests of both children. The school will always take the victim's wishes into consideration.
- Schools should also consider carefully when to inform the alleged perpetrator, and this may be discussed with relevant agencies.
- It is important that the school ensures the victim and perpetrator remain protected, especially from bullying or harassment.
- The school will be alert to reports of sexual violence and/or harassment that may point to environmental/systematic problems or reflect wider issues.

**D. Likely routes to consider when managing a report of sexual violence or sexual harassment.**

There are four likely routes to consider when managing a report of sexual violence or sexual harassment.

1. **Managing internally:** in some cases of sexual harassment (such as one-off incidents) a school may manage the incident internally;
2. **Early help:** this is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation;
3. **Referrals to children's social care:** in cases where there has been harm, or there is an immediate risk, a referral should be made to children's social care;
4. **Reporting to the police:** in cases where rape, assault by penetration or sexual assault is reported. Schools should not wait for the outcome of a police investigation before protecting the victim, perpetrator and other children in the school. The DSL will work closely with the police to ensure that the school's actions do not jeopardise the police investigation. If a child is convicted or cautioned, the school will update the risk assessment and consider suitable action through their behaviour policy.

## **Appendix 9: Procedure for dealing with sharing of nudes and semi nudes ('sexting')**

The consensual and non-consensual sharing of nude and semi-nude images and/or videos including includes 'pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video' can be signs that children are at risk.

### **A. Initial review meeting**

Following a report of an incident, the DSL/DSL will hold an initial review meeting with appropriate staff (this may include the staff member who reported the incident) and/or relevant safeguarding staff member. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s) and/or student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting (education or activity provider) or individual
- Whether to contact parents or carers of the pupils and students under the age of 18 should be informed or involved : (in most cases parents/carers of pupils and students under the age of 18 should be involved)

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

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

If none of the above apply then the DSL/DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos.

### **B. Further review by the DSL**

If at the initial review stage, a decision is made not to refer to the police and/or children's social care, the DSL/DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils and/or students involved (if appropriate). If at any point in the process there is a concern that a pupil or student has been harmed or is at risk of harm, a referral will be made to children's social care (where the pupil and/or student is under the age of 18) and/or the police immediately.

### **C. Assessing adult-involved nude and semi-nude sharing incidents**

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

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents. Refer to UK Council of Internet Safety's [advice for education settings](#).

### **D. Informing parents/carers**

The DSL/DSL will inform parents/carers (where the pupil or student is under the age of 18) 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.

### **E. Referring to the police**

If it is necessary to refer an incident to the police, this will be done through the Safer Schools Officer.

### **F. Recording incidents**

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on the Institution's Safeguarding database **MyConcern**.

### **G. Curriculum coverage**

Pupils and students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of the Day School and Sixth Form's Relationships and Sex Education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

**ArtsEd's procedure on the sharing of nudes and semi-nudes is shared with learners so they are aware of the processes the Institution will follow in the event of an incident.**

## **Appendix 10: Procedure for managing concerns about a staff member, supplyteacher, volunteer or contractor (including low level concerns)**

### **A. Introduction**

Allegations of abuse are difficult and distressing for all concerned. It is essential that policies and procedures are in place to manage these cases. Underpinning these procedures are the following principles: there should be adequate protection for the child and the procedures should ensure that allegations against a member of staff, volunteer or contractor are dealt with fairly, quickly and consistently. The same procedure will be followed with allegations made against supply staff.

### **B. Allegations that may meet the harms threshold**

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

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

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

### **Step 1: Initial considerations**

- a. Discussing the allegation: Concerns about a member of staff (including a supply teacher, volunteer or contractor), or any allegations made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children should be made to the DSL and/or the DSL. If the allegations are about the Headteacher or DSL, they should be reported to the Principal (Executive Leadership Team in their absence), without informing the headteacher or DSL. The DST should also be informed.
- b. A case manager will be appointed, either the Headteacher or the Principal (Executive Leadership Team in their absence), to investigate and liaise with the DSL and lead on any decisions made.
- c. The Hounslow LADO should be informed of all allegations that come to a school's attention and appear to meet the criteria set out above (within one day). If in any doubt as to whether a concern meets the harm threshold, the school will consult with the LADO. If this is the case, the school will not undertake its own investigation of the allegations without prior consultation with the LADO, tel: 02085835730, email: LADO@hounslow.gov.uk
- d. The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by the local authority children's social care services. In these cases, local school procedures should be followed to resolve cases without delay. Where the initial consideration decides that the allegation does not involve a possible criminal offence, it will be for the school to deal with it. Borderline case discussions with the LADO can be held informally and without naming the school or individual.
- e. The initial sharing of information with the LADO and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which



case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom.

- f. The following terms should be used when determining the outcome of allegations investigations: substantiated, malicious, false, or unsubstantiated.

### **Step 2: Informing parents**

Parents should be informed of the allegation as soon as possible. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case workers should not do so until those agencies have been consulted and have agreed on what information can be disclosed to the parents or carers.

- a. If there is an indication that the child may have been assaulted, the parent has the right to contact the police and be informed of their rights.
- b. Parents may decide that they do not want to report to the police. However, the Designated Local Safeguarding Authority Officer will, in most cases, need to consult the police and the police may contact the parents to check their decision.

### **Step 3: Informing the member of staff**

- a. The person who is the subject of the allegation needs to be informed as soon as possible after consultation between the case worker and LADO. Where it is likely that police and/or children's social services will be involved, an agreement needs to be made with those agencies as to what information can be disclosed to the member of staff. If the staff member is a member of a trade union or professional association, they should be advised to seek support from them. It is advisable that they should also seek independent legal advice.
- b. If the police decide to investigate, the school would not start their own investigation before the police have decided whether or not they intend to take the case through the criminal courts.
- c. The school would seek to support the member of staff as much as possible as they are likely to feel threatened and isolated from others.

### **Ethos**

For the sake of the child, parents and member of staff involved, it is important that the investigation is rigorous, timely, and executed in a professional manner with due consideration for confidentiality and collaboration with other relevant agencies. The findings of the investigation and the rationale for any action taken must be recorded.

### **Suspending the member of staff**

Suspension as a course of action would be considered where there is cause to suspect a pupil is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. A risk assessment will be carried out assessing whether suspension of the staff member is the appropriate course of action and shared with the Hounslow LADO Staff should not be automatically suspended, and alternatives should also be considered. Suspension in a case of this kind is a procedural step only and must be viewed as a neutral action that does not presuppose guilt or innocence. Suspension itself does not constitute disciplinary action. Any disciplinary action would follow the procedures laid out in the Staff Handbook.

Investigations into an allegation of abuse should start with the presumption that the member of staff is innocent of any wrongdoing unless proven otherwise.

### **Confidentiality**

As of October 2012, restrictions have been put into place on the reporting or publication of allegations against teachers. The school will make every effort to maintain confidentiality and guard against unwanted publicity.

Timely information sharing is essential to effective safeguarding and 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.

Educational staff have a professional responsibility to share relevant information about the protection of children within our school, and with the safeguarding partners and other agencies as required. Staff should be careful in subsequent discussions and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of any information they may hold. Members of staff, other than the designated member and those closely involved, should only have enough details in order to help them act sensitively and appropriately with a pupil.

Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in the closed section of the office on the secure management software system **MyConcern**. discretion should be used when talking about the personal and changing circumstances of children (for example, if a child goes into care).

Where a child has a safeguarding file and leaves one school for another, the DSL must inform the receiving school and ensure the safe transfer of child protection files to pupil's new school within 3 days of request. If the child leaves the school without having a receiving school, details should be passed to Hounslow CME officer.

Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed, and always for the child's own sake. Time should be taken to reassure the child and confirm that any information given will be treated sensitively. Reassurance should be given and the adult involved should listen sympathetically and non-judgmentally.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- a. There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- b. The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.

All staff will be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

### **Criminal investigations**

The police will aim to complete their enquiries as quickly as possible, consistent with a fair and thorough investigation. The police are expected to set a review of progress date at the outset of their investigation, which should be no later than four weeks after the initial evaluation.

## Disciplinary action

Where it is clear that an investigation by the police or children's social care services is unnecessary or if the Crown Prosecution Service decides against criminal proceedings, disciplinary proceedings must always be considered. Where the initial consideration decides that the allegation does not involve a possible criminal offence, it will be for the school to deal with. In such cases, if the nature of the allegation does not require formal disciplinary action, the Headteacher/caseworker should institute appropriate action within three working days. If a disciplinary hearing is required, the investigating officer should aim to provide the Headteacher with a report within 10 working days.

## Resignation and settlement agreements

- a. If a person tenders their resignation during an investigation, or before an investigation has started, the investigation should still be continued and recorded. Settlement agreements must not be used in such cases. Such an agreement may include restrictions on the employer in respect of sharing details of the case, and so should not be used.
- b. The school will refer individuals to the Disclosure and Barring Service (DBS) where the school ceases to use that person's services (or they left) due to risk/harm to a child. **Failure to make a report to the DBS constitutes an offence. ArtsEd has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to, a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.**

## Action in respect of false or unfounded allegations

If the allegation is found to be false, and the person has been suspended, then the school will support him or her as best it can, if necessary with the provision of a mentor to return to work, and will attempt to minimise contact with the pupil(s) involved in making the allegation if they remain at school. The school will consider serious disciplinary action against a child who has been found to make deliberately false allegations. The school may consider asking the police to ascertain whether or not they can take any action against the person responsible.

## Records

A record should be kept of all allegations and the individual's confidential personnel file, with a copy being sent to the person concerned. The record should be kept until the member of staff's retirement age or for 10 years, depending on which is longer. Allegations that are found to have been malicious should be removed from the staff member's personal records.

## C. Concerns that do not meet the harm threshold/ low level concerns

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 7.1.1 above.

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

- a. Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- b. does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority (LADO)

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils
- Making inappropriate comments about the student's appearance

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns (and to self-report if required) so that they can be addressed appropriately. All low-level concerns should be raised directly with the Headteacher. The Headteacher will investigate and use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Code of Conduct and Staff Handbook. The Head will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

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

## Section D: Specific safeguarding issues

This appendix is mostly based on the advice in Keeping Children Safe in Education, in particular annex B. Whilst the framework refers to child/ren in our policy it is interchangeable with vulnerable adults.

**A. Child-on-child abuse (see appendix 8B):** this occurs when pupils and/or students abuse their peers. Staff members should be aware that children can abuse other children, and that it can happen both inside and outside of ArtsEd and online. The Institution recognises the gendered nature of child-on-child abuse and that it is more likely that girls will be victims and boys perpetrators, irrespective of this, all child-on-child abuse is unacceptable and is taken seriously by us. ArtsEd further recognises, that SEND young people and LGBTQ+ are also particularly vulnerable to child-on-child abuse. ArtsEd seeks to ensure that abuse is not tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for our learners. This type of abuse can take place inside and outside of ArtsEd and online. Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying which may also include ‘cancelling’ by socially excluding an individual from friendship groups);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) including artificially generated images ;
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element);
  
- Where child on child abuse takes place online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

1. For the procedure to follow for managing cases of child-on-child abuse, please see **Appendix 8a and Appendix 8b.**

**B. 'Honour-based' abuse (including Female Genital Mutilation and Forced Marriage):** So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. **Female genital mutilation (FGM)** FGM is a criminal offence, and as an educational institution we have a mandatory duty to report any suspected cases to the police within one month of initial disclosure and/or identification. Staff members should speak to the DSL/DSL if they suspect a pupil and/or student is at risk of FGM or that it has been carried out. A girl or woman who has had FGM may:

- i. Have difficulty walking, sitting or standing;
- ii. Spend longer than normal in the bathroom or toilet;
- iii. Have frequent infections;
- iv. Having unusual behaviour after an absence from education;
- v. Be particularly reluctant to undergo normal medical examinations;
- vi. Ask for help but may not be explicit about the having had or is about to have FGM due to fear and embarrassment.

As well as reporting to the DSL/DSL, Staff members can contact the FGM helpline (on 08000283550 or send an email to [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk), if there are concerns that a pupil or student is at risk of having or has had FGM.

**C. Child Sexual Exploitation and Abuse (including child criminal exploitation)**

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence. Children or young people may be tricked into believing they're in a loving, consensual relationship. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Child sexual exploitation doesn't always involve physical contact and can happen online.

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

**D. Child Criminal Exploitation**

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

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

ArtsEd will respond to concerns regarding online child sexual abuse and exploitation (including criminal exploitation), regardless of whether the incident took place on our premises or when using ArtsEd's provided or personal equipment.

For more information on the management of online child sexual abuse and exploitation (including criminal exploitation) please refer to the Online Safety, Filtering and Monitoring Policy. Please see also see **Appendix 8a and Appendix 8b**.

**E. Online Safety (online abuse and online harm and 'youth produced sexual imagery'):**

- **Online abuse** is any abuse that is facilitated by using internet connected technology. Online abuse may take place through social media, messaging apps, emails, online gaming, live-streaming sites or other channels of digital communication. Individuals, including children, who are abused offline may be re-victimised online if their abuse is live-streamed or recorded and uploaded online.
- **Online harm** is categorised into the following areas:
  - Content:** being exposed to illegal, inappropriate or harmful content, e.g., pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
  - Contact:** being subjected to harmful online contact with other users, e.g., peer pressure, adults posing as children or young adults with the intention to groom or exploit children for sexual, criminal, financial or other purposes.
  - Conduct:** personal online conduct that increases the likelihood of/causes harm, e.g., making, sending and receiving consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images, online bullying, allowing apps/websites to access location, younger children sending (including inappropriate/indecent) images/information to a device's contact list (e.g., their parent's).
  - Commerce:** commerce-based risks (both as victims and perpetrators), e.g., online gambling, inappropriate advertising, phishing and/or financial scams.

- F. Youth produced sexual imagery' (Sharing of nudes and semi nudes): is the consensual or non-consensual sharing of nude or semi-nude images and videos, also known as 'Sexting. ArtsEd recognises youth produced sexual imagery (known as "sexting") as a safeguarding issue and the Institution will respond to concerns regarding youth produced sexual imagery, regardless of whether the incident took place on site or using ArtsEd's provided or personal equipment. All concerns will be reported to and dealt with by the DSL and/or DSL/DDISL (or nominee).**

In managing such incidents, ArtsEd will follow the advice as set out in the non- statutory UK Council for Child Internet Safety Guidance '[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)'.

Anyone raising a concern about 'Sexting' MUST NOT view any images suspected of being youth produced sexual imagery, unless there is no other possible option, or there is a clear need or reason to do so. Where it is deemed necessary to do so, such an image will only be viewed by the DSL and/or DSL/DDISL and their justification for viewing the image will be clearly documented.

Content suspected to be an indecent image of a child (i.e., youth produced sexual imagery) **MUST NOT** be sent, shared or saved. Copies of content suspected to be an indecent image of a child (i.e., youth produced sexual imagery) **MUST NOT** be made by anyone at ArtsEd and no one at the Institution will allow or request learners or anyone else to do so.

Where a report of an incident involving the creation or distribution of youth produced sexual imagery is made, the management steps set out in the [Online Safety, Filtering and Monitoring Policy](#) must be followed and adhered to by Staff members.

**G. Domestic Abuse:** Domestic abuse and/or violence at home can adversely impact children and 'individuals at risk'. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Older children and young adults may 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 victims.

#### **H. Preventing radicalisation, the Prevent duty and Channel**

- **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
  - Negate or destroy the fundamental rights and freedoms of others; or
  - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
  - Intentionally create a permissive environment for others to achieve the results outlined in either of the above points
- **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. All schools, colleges and universities are expected to have due regard for the need to prevent people from becoming involved with our supporting terrorism and are required to protect all learners from the risk of radicalisation. Where there is concern that a learner (pupil or student) or staff member may be at risk of being becoming involved with or supporting extremism of any kind, which could lead to criminal activity, this must be reported to the DSL and/or the DSL for the Day School and Sixth Form. Concerns can also be reported by sending an email to [safeguarding@artsed.co.uk](mailto:safeguarding@artsed.co.uk).

Where a Prevent concern is raised, the DSL and/or the DSL for the Day School and Sixth Form or nominee will work closely with the local Prevent Coordinator in the local authority and/or the DfE. Concerns about people becoming involved with or supporting terrorism may also be referred to the Channel programme. **Channel** is an early intervention multi-agency process delivered through local partners and specialist agencies and designed to safeguard vulnerable people from becoming involved with or supporting violent extremist or terrorist behaviour. It is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerability. Channel interventions may focus on a person's vulnerabilities around health,



education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities. Where cases are referred to the Channel programme, individuals involved in such a case will be required to provide their consent before any support can be provided through the programme.

To ensure learners and staff are not at risk of becoming involved with or supporting terrorism, ArtsEd reviews its Prevent Risk Assessment at least once a year and produces an Annual Prevent Report to the Board of Trustees. To support students, staff members remain alert to changes in pupils and students' behaviour as the Institution understands that radicalisation can occur at any time. To minimise the risk of online radicalisation, the Institution ensures that it has suitable internet filtering in place and that its learners are equipped with the appropriate skills to stay safe online at the Institution and at home.

Signs of radicalisation may include:

- a. Refusal to engage with, or becoming abusive to, peers who are different from themselves;
- b. Becoming susceptible to conspiracy theories and feelings of persecution
- c. Changes in friendship groups and appearance
- d. Isolating from family and friends
- e. Talking as if from a scripted speech
- f. An unwillingness or inability to discuss one's views
- g. A sudden disrespectful attitude towards others
- h. Increased levels of anger
- i. Increased secretiveness, especially around internet use
- j. Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- k. Accessing extremist material online, including on social media
- l. Possessing extremist literature
- m. Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations
- n. 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.

#### **I. Looked after and previously looked after children**

ArtsEd is committed to ensuring that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, ArtsEd ensures that:

- i. Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- ii. The DSL and/or DSL for the Day School and Sixth Form have details of children's social workers and relevant [virtual school heads](#) (VSH oversee the educational achievement of all the children who are looked after by the local authority that they work for.
- iii. There is a designated and appropriately trained teacher to take the lead on promoting the educational achievement of looked-after and previously looked-after children. As part of their role, they will:
  - a. work closely with the DSL in the Day School and Sixth Form to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
  - b. work with virtual school heads to promote the educational achievement of

looked-after and previously looked-after children.

**J. Children absent from Education**

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

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition point. If a child is absent for more than three days without any contact from parents and referral will be made to Hounslow SASO. Please refer to the DSSF Attendance Policy.

**K. Children with a social worker**

A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. As such a pupil or student may need a social worker due to safeguarding or welfare needs and where this is the case, the DSL for the Day School and Sixth Form together with the appropriate staff will work with and support the relevant social workers to help protect vulnerable children.

Where ArtsEd is 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, such as

- I. contributing to decisions and outcomes regarding unauthorised absence or missing education where there are known safeguarding risks.
- II. assisting with the provision of pastoral and/or academic support

**L. Pupils with special educational needs, disabilities or health issues**

We recognise that pupils/vulnerable adults with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

We offer extra pastoral support for these pupils via one to one support for SNEDCOs, weekly staff updates regarding vulnerable pupils and close liaison with parents.

Any abuse involving pupils with SEND will require close liaison with the DSSF DSL (or deputy) and the SENDCO.

**M. Pupils who are lesbian, gay, bisexual or gender questioning**

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

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL. Add details of the pastoral support you offer these pupils, such as appointing an LGBTQ+ pastoral lead.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

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

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

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

**Appendix 11: Category Definitions (Also please see Section A, Item E)**

<b>Category</b>	<b>Guidance</b> <b>Please note: the words 'pupil' and 'student' are interchangeable.</b>
<b>Assault</b>	The incident involves a student(s) being assaulted physically such as being hit, pushed, dragged, spat at etc. or verbally assaulted such as by swearing, screaming or making verbal threats of harm.
<b>Bullying</b>	The incident involves a student(s) being verbally bullied such as teasing, shaming and name calling or emotionally bullied by such means as possessiveness, jealousy, or emotional blackmail.
<b>Discrimination</b>	The unjust or prejudicial treatment of different categories of people, especially on the grounds of: 'Age'; 'Disability'; 'Ethnicity'; 'Gender'; 'Marital Status'; 'National Origin'; 'Race'; 'Religion', and 'Sexual Orientation'
<b>Domestic Violence</b>	The incident involves a student(s) who has suffered or is suffering from any form of violence, assault or bullying that has or is occurring from a member of the household which they are living in.
<b>Drugs</b>	The incident involves a student(s) in possession of, being under the influence of, or having misused, sold, or bought any illegal substances. Please be aware so-called 'legal highs' are illegal in the UK.
<b>Female Genital Mutilation (FGM)</b>	The incident involves a student(s) who may be at risk of, has suffered from or has parents/family members who have been subjected to Female Genital Mutilation. Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. It is also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.
<b>Forced Marriage</b>	The incident involves a student(s) who may be at risk of, has participated in or has parents/family members who have been subjected to a marriage or legal union against their will.
<b>Gender Based Violence</b>	The incident involves a student(s) who has suffered or is suffering from any form of violence, assault or bullying that has or is occurring specifically due to their gender.
<b>Grooming</b>	The incident involves a student(s) who is at risk of or may be being manipulated for criminal intent. Grooming involves someone who builds an emotional connection with a student(s) to gain their trust for the purposes of sexual abuse, sexual exploitation, trafficking and terrorism. Please be aware that students can be groomed both online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Please note that if you have concerns that a student is at risk you must inform a member of the designated safeguarding team immediately as this category can often be time sensitive.
<b>Harassment</b>	The incident involves a student(s) being made to feel unsafe due to any aggressing pressure or intimidation, including stalking.

<b>Hate Crime</b>	The incident involves a student(s) who may be at risk of or has suffered from a crime motivated by racial, sexual or other prejudice. Please note that this category should only be used if the incident involved the authorities and can be categorised as a crime.
<b>Homelessness</b>	The incident involves a student(s) who has nowhere to live due to eviction or unsuitable living arrangements and is currently sleeping on the streets or has arranged temporarily accommodation with a friend.
<b>Inappropriate Behaviour</b>	The incident involves a student(s) who is behaving in a manner which is deemed to be rude, offensive and/or vile. This includes crude/inappropriate messages, gestures and use of inappropriate language.
<b>Mental Health</b>	<p>Please note that Mental Health is frequently an underlying cause of many concerns linked to categories where the incident involves student(s) who are displaying behaviours such as but not limited to:</p> <ul style="list-style-type: none"> <li>• Eating too much or too little;</li> <li>• Sleeping too much or too little;</li> <li>• Pulling away from people and usual activities;</li> <li>• Having uncharacteristically low or no energy;</li> <li>• Feeling numb or like nothing matters;</li> <li>• Having unexplained aches and pains;</li> <li>• Feeling helpless or hopeless;</li> <li>• Smoking, drinking, or using drugs more than usual;</li> <li>• Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared;</li> <li>• Yelling or fighting with family and friends;</li> <li>• Experiencing severe mood swings;</li> <li>• Having persistent thoughts and/or memories they can't get out of their head;</li> <li>• Hearing voices or believing things that are not true thinking of harming themselves or others;</li> <li>• Inability to perform daily tasks like taking care of themselves, taking care of their children or getting to work or study.</li> </ul>
<b>Missing</b>	The incident involves a student(s) who may be at risk of or has already been classified as missing. Please note that 'missing' is anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another. Where you are worried about a student/pupil please make sure all emergency contacts have been exhausted.
<b>Neglect</b>	The incident involves a student(s) who may be at risk of or is suffering from a state of uncare. This includes physical neglect such as unsuitable/dirty clothing and not being provided with food or water and or emotional neglect such as being deliberately made to feel scared, humiliated, isolated or ignored.

<b>Physical Violence</b>	The incident involves a student(s) who has suffered from or has instigated/caused any form of physical abuse such as hitting, pushing, punching and brandishing or using a weapon.
<b>Racial Discrimination</b>	The incident involves a student(s) who has suffered or is suffering from any form of violence, assault or bullying that has or is occurring specifically due to their race and ethnic background.
<b>Self-Harm</b>	<p>The incident involves a student(s) who may be at risk of or has already subjected themselves to any purposefully self-inflicted injuries or harm with or without the intention of suicide.</p> <p>Self-harm can include, but is not limited to, cutting or burning of skin, punching or hitting, poisoning with tablets or toxic chemicals, misusing alcohol or drugs, deliberately starving and food avoidance (anorexia nervosa), binge eating (bulimia nervosa) and excessively exercising.</p>
<b>Sexual Concern</b>	The incident involves a student(s) who has displayed or been involved with any inappropriate sexual behaviour such as inappropriate sexual comments, rude gestures, fascination or fixation with sex, over sexualised behaviour, pornography, public masturbation, and nymphomania. It can also involve a student(s) who has displayed behaviour suggesting they are sickened or frightened by any discussions regarding sex.
<b>Sexting</b>	The incident involves a student who is sending sexually explicit photographs or messages via mobile phone/ by electronic means/online. Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.
<b>Social Media Issues</b>	The incident involves a student(s) who may be at risk of or is already participating in any form of online bullying, online harassment, has been a victim of or participated in the illegal sharing of nudes or pornographic imagery, or has been the victim or participated in the hacking of any social media accounts.
<b>Substance Misuse</b>	The incident involves a student(s) who may be at risk of or is already suffering from a drug, alcohol or other substance overdose or addiction. Please be aware that if you are concerned that a student has overdosed or is suffering from alcohol poisoning you must call an ambulance immediately and alert a designated member of the Safeguarding Team.
<b>Weapons</b>	The incident involves a student(s) who has deliberately brandished or used a weapon in order to inflict harm to themselves or others, or where a student(s) is carrying, selling or buying illegal weapons on or off premises.

Appendix 12: ArtsEd Lanyards and Colours



Staff



HE Student



Sixth Form



Day School



Approved Contractors



Contractors

## **Appendix 13: Code of Conduct for Staff**

***This code of conduct must be adhered to alongside the standards of behaviour as outlined in the Staff Handbook and [Staff Code of Conduct](#). This conduct refers specifically to dealing with DSSF pupils***

School staff are in a unique position of influence and therefore must adhere to behaviour that models the highest possible standards for all pupils within the school. This Code of Conduct gives clear guidance on the standards of behaviour all ArtsEd staff must observe.

All staff are expected to:

- Demonstrate consistently high standards of professional conduct so that pupils do the same.
- Maintain high standards of ethics and behaviour, both inside and outside school.
- Place the needs and safety of the child at the centre of any decision they make.
- Avoid putting themselves at risk or placing themselves in a vulnerable situation, which may lead to
- allegations of abusive or unprofessional conduct.

### **Safe working practices for the protection of pupils and staff at ArtsEd**

#### **Introduction**

The following guidelines have been created in conjunction with the Safeguarding Policy 2024, KCSIE 2024 and *Teachers' Standards* (2021). A failure to follow these guidelines would make it very difficult for the school to support a staff member if an allegation were made.

#### **A failure to follow this Code of Conduct may lead to the Disciplinary Procedure being invoked.**

All staff are advised to demonstrate exemplary behaviour at all times. The following guidelines must be observed at all times. Staff may be required to make professional judgements/decisions not covered in this document and are expected to show professionalism and due care when doing so. In such situations, the staff member would be expected to report the incident to their line manager.

#### **1. Duty of care**

The wellbeing and safety of the child are paramount and always put above their academic or vocational achievements.

All staff should know the name of the DSL, be familiar with the child safeguarding arrangements and understand their responsibilities regarding child protection.

#### **2. Power and positions of trust**

All adults working with pupils in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. Where an adult is in a position of trust with a child under 18, it is a criminal offence for that person to engage in sexual activity with or in the presence of that child, or to incite that child to engage in or watch sexual activity.

Where an adult in a position of trust attempts to engage in sexual activity with a person who attends the school but who is 18 the school will still see this as a breach of their position of trust, resulting in a cause for concern and disciplinary action.



Where an adult in a position of trust attempts to engage in sexual activity with a person who attended the school recently (within three years) it will be seen as a breach of their position of trust, resulting in a cause for concern and disciplinary action.

### **3. Professionalism**

All staff are expected to behave professionally at all times. Being professional includes:

- Being punctual and well-prepared;
- Carrying out tasks to the best of their ability;
- Taking pride in all aspects of their work;
- Dressing appropriately: all staff are expected to dress appropriately and set an example in what they wear;
- Observing all Health and Safety regulations;
- All absence being genuine; and
- Meeting all deadlines.

In all interaction with pupils, teachers must remember that they are the adult and as such they have a moral and legal duty to behave in a considered and appropriate manner. This is still the case with Sixth Formers, even those who are 18.

Staff should never criticise/undermine or question the decisions of another member of staff in conversations with pupils or in front of pupils.

### **4. Confidentiality**

Staff have access to confidential information about pupils in order to conduct their everyday responsibilities. They should never use confidential or personal information about a pupil or their family for any other purposes. Information should never be used to intimidate or humiliate a pupil.

Initiating or perpetuating anything that could be construed as 'gossip' is not acceptable under any circumstances; all staff have a responsibility to judge what is just salacious 'hearsay' and what is actually content that needs to be acted upon by referring to the DSL or the Head. All staff must exercise due confidentiality towards matters that are discussed or overheard. It is the duty of the staff member to report any concerns to the Headteacher/DSL and not discuss the matter with other members of staff or parents.

### **5. Behaviour**

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. No aspect of an individual's behaviour, either in or out of the workplace, should compromise their position within the work environment, so it is important to exercise due care and attention outside of school.

Staff should never use inappropriate language (swearing) around pupils and should challenge any pupils who use inappropriate language themselves.

Staff must not engage in provocative (sexual or physical) conversations with pupils. This applies particularly to the Sixth Form. While discussions of sexuality may occur during specific PSHCE lessons, teachers should not refer to personal experience or assert judgements.

Avoid discussing pupils' personal sexual relationships. Handle discussions about pupils' sexual relationships carefully, and do not allow them to be used as a platform by pupils to gossip or for pupils to boast. Staff should always strive to be excellent role models for pupils, and excellent ambassadors for ArtsEd. This involves modelling professional behaviour at all times and not drinking excessively/smoking around pupils/parents at any school-related functions; for example, shows, trips, welcome evenings, Teachers and Parents (TAP) events, etc.

Staff should not drink alcohol with current pupils in public or private places, nor purchase alcohol for pupils.

Staff are not allowed to drink alcohol when in a position of responsibility relating to the duty of care towards pupils. This includes when supervising pupils on trips, backstage or at any school-related event.

## **6. Dress and appearance**

All staff must dress appropriately and set an example in what they wear. Put simply: 'If you can see through it, up it or down it, it is not appropriate to wear to school'.

Staff can wear vocational clothing when teaching vocational classes (for example, Drama or Dance) but should change into smart / casual attire for parent/teacher meetings and school events.

Jeans and denim are not acceptable.

## **7. Infatuations**

Staff need to be aware that it is not uncommon for pupils to become strongly attracted to a staff member. A member of staff who becomes aware of such an incident should discuss this at the earliest opportunity with their line manager and/or the DSL.

Staff should be vigilant of the following behaviour as it may indicate the pupil has a potentially unhealthy attachment to a member of staff:

- Personal space – pupils standing very close to you.
- Making excessive demands of you – time, energy, emotional wellbeing.
- Making personal comments – about your clothes, face, manner, height, body shape, personal life.

As soon as the teacher feels in anyway uncomfortable, they should seek advice and it will be noted as a concern.

Staff should avoid spending excessive amounts of time alone with pupils away from others. If you find a particular pupil always wants one-to-one meetings with you, encourage another pupil to come along or go to Homework Club with them.

## **8. Communication with pupils**

Communication between staff and pupils, by whatever method, should be within clear and explicit professional boundaries. This includes mobile phones/email/photos/social networking sites/websites, etc.

Staff should never give pupils their mobile numbers unless in the case of an emergency. The teacher must ensure the pupil has deleted their mobile number once it has been used for the intended purpose.

Staff should avoid ringing pupils from their mobiles unless it is a last resort and should then check to see that the pupil has deleted their number.

Staff should not use Internet or web-based communication channels to send personal messages to a pupil.

Staff should not make images of pupils available on the Internet, other than through the school network/website, without consent from parents.

Staff should not have images of pupils stored on personal cameras or computers.

Staff should be very conscious of the way in which they speak/communicate with pupils. No matter how positive their relationship with a pupil is, they are still in a position of authority and thus throwaway remarks, sarcastic comments or put-downs can have a greater effect than they anticipate. The risk of this is heightened if comments are made outside of school hours when the boundaries between school and non-school or teacher and friend are more blurred.

## **9. Personal living arrangements.**

A teacher should never go to a pupil's house unless for essential reasons and agreed with the DSL and the child's parents.

A pupil should never be invited to a teacher's house.

Staff should also be wary about what personal information they disclose to pupils about their personal lives, the reason being that some pupils could get the message that there is an invitation for greater intimacy/friendship/openness than was actually being given.

## **10. Social networking sites and online gaming**

Staff should not be friends with current or recent pupils (within 3 years) on Facebook/Twitter/Instagram etc. even if they are sure they have the highest settings in place (this includes ex-pupils, as they are often friends with current pupils).

Staff must ensure that there are not any potentially compromising personal photos or information on any of the school computers or on social networking sites, e.g. Twitter/Instagram/Facebook. Staff should be aware that they leave themselves open to charges of professional misconduct if compromising images are made available on a public profile by anyone.

Staff should be vigilant in maintaining their privacy and should be mindful of the need to avoid placing themselves in vulnerable situations.

## **11. Advice to staff on physical contact with pupils**

There are times when it is entirely appropriate for staff to have physical contact with a pupil, but it is crucial that they do so in an appropriate and professional way.

Staff should ensure that any manual/physical support required should be provided openly and in line with the Safeguarding Policy and individual departmental policies.

Staff must seek the consent of a pupil before a touch is made – “is it okay if I hold your shoulder to support your weight ...?” HOD’s and the DSL should be consulted if you are uncertain on how to handle these situations.

Staff should never touch a pupil in a way that may be considered indecent.

There may be occasions when a distressed pupil needs comfort and assurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times to ensure that the contact is not misinterpreted or intrusive.

Staff may legitimately physically intervene to maintain pupil safety or prevent a pupil from committing a criminal offence, injuring themselves or others, or causing damage to property.

## **12. One-to-one situations**

Staff should always work in an open environment, avoiding private or unobserved situations. One-to-one meetings should not happen behind closed doors that do not have a vision panel. It is advised that, where possible, the door is left open, and the meeting does not occur in a room that is away from the main academic corridors/art rooms.

Pre-arranged meetings with pupils away from school premises must not take place without the consent of the Head or the DSL.

## **13. Transporting pupils**

Staff must not provide a lift to a pupil in a car or any other vehicle without consent from the DSL and the written consent of the parents.

Where the staff member has authority to transport a pupil in their private vehicle, they must ensure that the vehicle is roadworthy/insured and that the maximum capacity is not exceeded. The driver must also have appropriate insurance.

A teacher must not meet pupils outside the school environment/day without previously discussing the matter with the Headteacher, DSL or Head of Sixth Form. In all cases, parents should be notified. If it is a weekend rehearsal, the Director of Performing Arts should be informed. A *brief* risk assessment should be completed for a weekend rehearsal, and staff must have considered arrangements for eating and supervision during this time. If it is not possible for the member of staff to supervise and pupils are to be left alone, this must be clearly communicated in the parental letter notifying of the rehearsal and the risk assessment. Copies will need to be emailed to Frank Daniel.

## **14. Curriculum**

Many areas of the curriculum can include or raise subject matter that is sexually explicit or of a sensitive nature. Staff must ensure that the resources used clearly relate to the learning outcomes and are age appropriate. The wellbeing of the pupil is paramount, and a pupil should not feel distressed by the content/discussions in a lesson.

If a pupil does become upset during the lesson, they should be allowed to leave the classroom/studio, and the member of staff should address the concern at the first available opportunity. The staff member is advised to remove any further reference to the sensitive subject matter from future lessons.

Unplanned discussions of a sensitive subject matter should be handled carefully and without the staff member asserting their personal judgements.

## **15. Internet use**

Under no circumstances should adults access inappropriate images on the Internet. Accessing child pornography or indecent images of children is a criminal offence that will be reported to the police and will invariably lead to the individual being barred from working with children and young people.

## **16. Whistleblowing**

ArtsEd values its staff and has a robust system for reporting and handling concerns, including poor or unsafe practice and potential failures in the school's safeguarding procedures. All staff are required to report to the DSL any concerns or allegations about the behaviour of colleagues or practices that are likely to put pupils at risk of abuse or other serious harm. Any report made to the DSL will be handled with complete sensitivity. The member of staff reporting the alleged incident should be assured that they would not face any retribution as a result of their actions.

## **17. Remote Teaching and Learning**

The staff expectations for remote/online teaching follow the same principles as set out in the school's code of conduct above. If you have any queries or concerns about a particular aspect of on-line work, or about something that has happened whilst you have been working on-line, then please contact the IT Manager, or your Faculty Lead, as appropriate.

### **Only:**

- o Use school-registered accounts never personal ones.

### **Never:**

- o Share your passwords.

### **Do not:**

- o Use a system that your SLT has not approved.
- o Discuss or share data relating to children and parents in staff social media groups.
- o Have inappropriate objects or information visible to your audience when on-line.
- o Seek contact or respond to contact with pupils outside of the purposes of your work.

**Check that:**

- o You are adhering to ArtsEd's Online Safety Policy and / or Acceptable Use Policy.
- o Your pupils understand how to stay safe and behave on-line.
- o You are only on-line with those you intend to connect.
- o Know the school's Homeworking Arrangements Policy and associated on-line safety policies.
- o Ensure your use of technologies does not bring the School into disrepute.
- o Always keep a log of your work on-line including date, time, subject and the class with whom you worked.
- o Remind those pupils you are working with on-line of your ground rules, safeguarding policies, and reporting process.

*This Code of Conduct forms part of the school's disciplinary rules for staff. A serious breach of the code will be regarded as gross misconduct. A less serious breach may result in a disciplinary warning or another consequence.*