Crossacres Primary Academy

SAFEGUARDING POLICY 2019-2020

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- *protecting children from abuse and maltreatment*
- *preventing harm to children's health or development*
- *ensuring children grow up with the provision of safe and effective care*
- *taking action to enable all children and young people to have the best outcomes.*

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Policy review amendments

Date of review	Page	Point	Amendments made
5/11/19	3 3		Removal of Elaine Fletcher – deputy head Updated Keeping Children Safe in Education 2018 to 2019.
	4		Removal of making a referral online and Updated NSPCC whistleblowing phone number Addition of **is set out below** to whistleblowing paragraph
	5		MSCB replaced with Local Safeguarding Partnership
	6		Amendments of categories covered in KCSIE 2019 to include serious violence and upskirting
	8 8 8 8		Removal of Child friendly display on KS2 corridor and replaced with Child friendly safeguarding policy is being devised with school council 2019. Staff will follow the whistleblowing policy which is included in the annual staff handbook and induction pack. Addition of 'and induction pack' We co-operate fully with **Local Safeguarding Partnership** and **The Manchester Multi-Agency Safeguarding Arrangements (MMASA)** are in place to monitor the quality of referrals and interventions. – amendment of bold text. Removal of **a risk assessment takes place to establish** from the sentence We ensure that the appropriate checks take place on all volunteers.
	11	2.4 2.4	Addition of - Opportunities to teach safeguarding now include a reference to the new requirements for Relationship Education, Relationship and Sex Education and Health Education. Teaching online safety and ensuring that all staff have received training about online safety. Addition of sentence - Guidance for this can be found in the document – National FGM Centre – Female Genital Mutilation: Guidance for schools, June 2019.
	12 12	3.2 4.1	Removal of "If a member of staff cannot attend" from Staff are given a copy to read and then sign to say they have understood the documentation. Changed of Headteacher to SLT
	15	5.2.4	At Crossacres we take peer on peer abuse very seriously and a member of SLT **or the safeguarding team** will be involved in following up any concerns. Addition of or the safeguarding team. Addition of **including upskirting** in definition of peer on peer abuse
	17	5.28	All staff have a log in for CPOMS **or can access paper based concerns sheets**,and record their concerns in a factual manner. Addition of bold print.

	18	5.5.4	Addition of the sentences - If school is named as a relevant agency under the published arrangements of our local safeguarding partners we must comply with the arrangemenets. Our policies and procedures will reflect these local arrangements.
	19	5.81	MSCB replaced with Local Safeguarding Partnership
	21	7.7	Addition of the sentence - In addition to this we follow the DfE guidance Teaching Online Safety in Schools, June 2019.
	21	8.1	Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE' **and 'Safer Recruitment Consortium Guidance for Safer Working Practice' – May 2019** – addition of bold text Addition of and Governors re Section 128 checks
	22	9.1	Change of page number references for KCSIE to 53-64 – to represent KCSIE 2019.

Crossacres Primary Academy

The Headteacher who has the ultimate responsibility for safeguarding is Suzanne Blay.

In their absence, the authorised member of staff is Julie Harrison

KEY SCHOOL STAFF & ROLES

Name	Role	Location and/or Contact Phone Number
Joe Campbell	*Deputy Safeguarding Lead*	*0161 437 1272*
Sally Valentine	*Attendance Lead*	
David Thompson	*Head of school*	

NAMED GOVERNOR * for Safeguarding & Prevent	Contact Phone Number/Email
Kate Cartwright	*k.cartwright@meacad.org.uk*

Our procedure if there is a concern about child welfare or safeguarding is:-

- The member of staff informs a member of the safeguarding team either by speaking with them or logging the concerns on CPOMS or concerns sheet. This will be done immediately upon discovering a concern.
- DSL's then follow up on any concerns as appropriate.

- School will follow guidance from KCSIE 2019

Multi-Agency Safeguarding Hub (MASH) Helpline: **0161 219 2895,** Early Help Hubs: North **0161 234 1973,** Central **0161 234 1975,** South **0161 234 1977**
National Society for the Prevention of Cruelty to Children (NSPCC)**: 0808 800 5000**
Local Authority (LA) Safeguarding in Education Team: **0161 245 7171**
Dobir Mohammed Miah Prevent Education Officer Tel: 0161 245 7214 Mobile: 07970378988

Our procedure if there is an allegation that an adult has harmed a child, or that a child is at risk from a named adult is;

- All concerns are logged accurately on CPOMS.
- A member of the safeguarding team (Suzanne Blay, Julie Harrison, Joe Campbell, Sally Valentine) will then contact social services
- To get further advice using the **consultation line 0161 219 2895**
- **To make a referral to social services** via phone **0161 234 5001**
- If it is the end of the day school will act on advice from social services about whether the child is allowed home or not.

Manchester Designated Officer (formerly LADO): **0161 234 1214**.

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Our Whistleblowing procedure if staff and volunteers wish to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime internally or externally is set out below.

At Crossacres Primary Academy it is the responsibility of all members of staff to ensure that their own behaviour is appropriate to the school as a workplace and does not contribute to an environment in which malpractice or wrong doing is either ignored, condoned or encouraged. All staff should challenge such behaviour if it occurs, or bring it to the attention of a relevant person e.g. a line manager, member of the school's Senior Management team or the Headteacher.

NSPCC Whistleblowing Helpline: 0808 800 5000

This policy will be reviewed at annually unless an incident or new legislation or guidance suggests the need for an interim review

Review Date	Changes made	By whom
November 2018	Policy created	Julie Harrison
November 2019	Policy reviewed	Julie Harrison

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors

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A. Part 1 & Annex A of 'Keeping Children Safe in Education' (KCSIE), 10th September 2018, statutory guidance to be read by all staff *

1. INTRODUCTION

Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

This policy has been developed to ensure that all adults in our school are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (KCSIE)

See Part 1 and Annex A of KCSIE 2019, for definitions and further information about Significant Harm, Physical Abuse, Sexual Abuse, Emotional Abuse, Neglect, Contextual Safeguarding and Complex Safeguarding Issues including Child Sexual Exploitation, Peer on Peer Abuse, Domestic Abuse, Radicalisation, Forced Marriage, Female Genital Mutilation, Serious Violence, Homelessness, so called 'Honour based' violence, Upskirting and County Lines in the full statutory guidance.

Safeguarding and promoting the welfare of children goes beyond implementing basic child protection procedures. The aims of this policy is an integral part of all of our activities and functions.

'Safeguarding and promoting the welfare of children is defined as:-
protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' (KCSIE)

At Crossacres Primary Academy we are committed to the safety and well-being of all our pupils. We will follow the guidance from Keeping Children Safe in Education and take all necessary steps to ensure the safeguarding and protection of all pupils in our care.

1.1 Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and are committed to the guidance set out in 'Working

Together to Safeguard Children' and 'Keeping Children Safe in Education'. Our policy ensures that we comply with our Statutory Duties (Appendix A)

1.2 Our policy takes account of non-statutory guidance issued by the DfE and other relevant organisations

1.3 Our policy ensures that we work in partnership with other organisations, where appropriate, to identify any concerns about child welfare and take action to address them and that we comply with local policies, procedures and arrangements

1.4 Our policy complements and supports other relevant school policies

2. ROLES & RESPONSIBILITIES

LEADERSHIP & MANAGEMENT

2.1 Our Headteacher Suzanne Blay (and in her absence David Thompson) will ensure that:-

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
- All staff and volunteers understand and comply with our Code of Conduct.
- We evaluate our safeguarding policies & procedures at least on an annual basis and return our completed SG Safeguarding Self Evaluation (SEF) proforma to the LA as requested
- A senior member of staff, known as the DSL is appointed with a clear job description – at Crossacres this is Julie Harrison, Deputy Head. She has lead responsibility for Child Protection and Safeguarding and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
- Parents/carers are aware of and have an understanding of our responsibilities to promote the safety and welfare of its pupils by making our statutory obligations clear in our prospectus.
- The Safeguarding policy is available on our website and is included in the staff handbook and volunteers' information sheet is available upon sign in.
- Child friendly information of how to raise a concern/make a disclosure is being developed and is accessible to all children.

  Child line posters are displayed around school

  Photos of Safeguarding team are displayed around school

  A child-friendly safeguarding policy is being devised with the school council in 2019

- We co-operate fully with Local Safeguarding Partnership and The Manchester Multi-Agency Safeguarding Arrangements (MMASA) are in place to monitor the quality of referrals and interventions.

  Weekly safeguarding team meeting where referrals are discussed and follow up actions
- We create a culture whereby all staff, volunteers and visitors feel confident and have knowledge of how to raise a concern about poor or unsafe practice in regard to the safeguarding and welfare of the children and such concerns are addressed sensitively and effectively.

  Staff will follow the whistleblowing policy which is included in the annual staff handbook and induction pack.
- Any staff commissioned who are carrying out regulated activities from external agencies/organisations have been DBS checked and their employing organisations have safeguarding policies in place.

  All DBS information is stored on the INVENTRY system and the single central record within school.
- We ensure that the appropriate checks take place on all volunteers.
- We have appropriate procedures to ensure that there is no risk to children from visitors and we exercise diligence and prevent any organisation or speaker from using our facilities to disseminate extremist views or radicalise pupils and staff.

  At Crossacres Primary Academy all visitors/speakers are asked for proof of DBS. If they don't have a DBS they are accompanied by a member of staff throughout their visit or asked to return at another time if a member of staff is not available.

2.2 Our **Governing Body** will ensure that:-

- All policies, procedures and training in our school are effective and comply with the law at all times.
- Named members are identified as the designated governors for Safeguarding and for Prevent and receive appropriate training.
- The identified Safeguarding governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.

  Julie Harrison or Joe Campbell will attend meetings and update Governors on appropriate information regarding safeguarding
- Our safeguarding policy and our staff Code of Conduct are reviewed at least annually. Julie Harrison reviews the policy and then it is checked by Suzanne Blay before being approved by the Governing Body in the Autumn term on an annual basis.
- We operate safer recruitment and selection practices, including appropriate use of references and checks on new staff and volunteers.

The Headteacher, Head of School, Deputy Head and Human Resources Manager have all attended Safer Recruitment training. A member of this team is always on an interviewing panel.

- We have procedures in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children receive appropriate training and information about the safeguarding processes.
  Staff have an annual update on Keeping Children Safe in Education and a thorough on-going training package is provided by an external safeguarding consultant.
- There is appropriate challenge and QA of the safeguarding policies and procedures.
  School follow the Manchester Safeguarding Policy which has been approved by the city council legal department and then it is adapted to our individual school circumstances. It is then approved by our Governing Body on an annual basis.

2.3 Our Designated Safeguarding Lead (DSL) – Julie Harrison, Deputy Head is a member of our Senior Leadership Team and has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people. She takes lead responsibility for Early Help, safeguarding and child protection, although other activities may be delegated if appropriate.

The DSL/Safeguarding team will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend specialist DSL training every two years.
- Keep up to date with changes in local policy and procedures, be aware of any guidance issued by the DfE concerning safeguarding and update school procedures/policies as necessary
- Provide support and training for staff and volunteers
  Staff have an annual update on Keeping Children Safe in Education and a thorough on-going training package is provided by an external safeguarding consultant.
  Volunteers are given an induction which includes a safeguarding visitor sheet and told who they should report any concerns to.
- Ensure that all referrals made to Children's Services are effective and in line with Local Safeguarding Partnership procedures.
  Safeguarding team support each other with referral process as/when required
  Weekly safeguarding team meeting to update on referrals and outcomes
  All safeguarding incidents are logged on CPOMS.
- Ensure that all staff with specific responsibility for safeguarding children, receive the appropriate supervision to undertake this role.
  All DSL team members have supervision on a half-termly basis with an external safeguarding consultant.

- Ensure that all staff and volunteers understand and are aware of our reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Always be available during school hours during term-time, and at other times as designated by the Headteacher.
  Julie Harrison and Joe Campbell are available out of term time and during holidays via email
  Julie Harrison and Joe Campbell will attend meetings in holidays where possible or a report will be sent from school.

Name	Job Title	Responsibility
Suzanne Blay	Head teacher	Overall responsibility for safeguarding
Julie Harrison	Deputy Head	Designated Person for Safeguarding Designated Teacher for LAC SENCO Medical Conditions
Joe Campbell	Deputy Safeguarding Lead	Designated Person for Safeguarding
Sally Valentine	Attendance Lead	Designated Person for Safeguarding Attendance

2.4 **All staff** in the school, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL.

All staff will:-

- Follow our agreed Code of Conduct and 'Safer Working Practices' guidance
- Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety
- Attend training sessions/briefings as required to ensure that they follow relevant Policies/procedures e.g
  Keeping Children Safe in Education
  Level 1 Safeguarding
  Behaviour Management Policy
  Physical Restraint Policy
  Intimate Care Policy
  Lone working policy

Safer working practices

Any breach of these policies should be reported to the Headteacher/Chair of Governors.

- Provide a safe environment where children can learn
- Be approachable to children and respond appropriately to any disclosures
- Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
- Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
- Attend multi-agency meetings as required, if appropriate to their role
- Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role. Opportunities to teach safeguarding now include a reference to the new requirements for Relationship Education, Relationship and Sex Education and Health Education. Teaching online safety and ensuring that all staff have received training about online safety.
- Provide targeted support for individuals and groups of children as required, if appropriate to their role

Teaching staff have additional statutory duties, including to report any cases of known or suspected Female Genital Mutilation. Guidance for this can be found in the document – National FGM Centre – Female Genital Mutilation: Guidance for schools, June 2019.

3.TRAINING AND AWARENESS RAISING

3.1 All new staff and regular volunteers will receive appropriate safeguarding information during induction.
New staff will be given:
The staff code of conduct
CPOMS training
Level 1 Safeguarding training (online training will be done if they miss the regular update)
Annual KCSIE update
Volunteers are given a handout to explain safeguarding procedures in school
A safeguarding information board is also available in the staff rooms.

3.2 All staff must ensure that they have read and understood 'KCSIE' Part 1 and Annex A (Appendix A).
An annual staff meeting covers KCSIE
Staff are given a copy to read and then sign to say they have understood the documentation.

3.3 All staff will receive annual child protection training/refresher which includes basic safeguarding information about our policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.
Annual safeguarding update on KCSIE in Autumn term
INSET training log is compiled by the Deputy Head on SIMS
Safeguarding Lead keeps a log of training and who attended.

3.4 All staff members will receive regular safeguarding and child protection updates in relation to local and national changes, but at least annually, providing them with relevant skills and knowledge to safeguard children effectively.
An annual training program is devised with an external safeguarding consultant which include KCSIE

4. SAFEGUARDING/CHILD PROTECTION POLICY & PROCEDURES

4.1 PUPIL VOICE

Children are encouraged to contribute to the development of policies and share their views. The SLT has termly meetings with pupils to gather their views on safeguarding and their contributions are added to policies.

4.2 ATTENDANCE

4.2.1 We view poor attendance as a safeguarding issue and in accordance with our Attendance Policy, absences are rigorously pursued and recorded. In partnership with the appropriate agencies, we take action to pursue and address all unauthorised absences in order to safeguard the welfare of children in our care.

4.2.2 Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases. This may form part of an Early Help Assessment (EHA) or a Parenting Contract.

4.2.3 We implement the statutory requirements and MCC policy and procedures in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

Our school attendance policy is on the school website.

4.3 EXCLUSIONS

4.3.1 The DSL will be involved when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

4.4 VULNERABLE GROUPS

4.4.1 We ensure all key staff work together to safeguard vulnerable children.
All concerns are logged on CPOMS creating a chronology for each child
Weekly Safeguarding meeting for DSL's

4.4.2 Any child may benefit from early help at times, but all staff will be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- is an international new arrival, refugee or asylum seeker
- is looked after, previously looked after or under a special guardianship order.

4.4.2 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionally impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

4.4.3 All LAC children are closely monitored. Julie Harrison, the DSL is also the Designated Teacher for LAC. School closely monitors their attendance and this is reported to Welfare Call on a daily basis. There are termly LAC reviews and PEP meetings which monitor progress, attendance and any other issues. Post LAC children are also carefully monitored to ensure they are maintaining good

attendance, and are being supported to continue to make good progress through their education.

5. CASE MANAGEMENT, RECORD KEEPING & MULTI-AGENCY WORKING

5.1 KEEPING RECORDS

All events, concerns, meetings are logged on CPOMS.
Paper based reports are stored in individual children's files in a locked cabinet which is accessed only by the safeguarding team.

5.1.1 We keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life.
5.1.2 We keep copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
5.1.3 We keep the safeguarding records securely.
5.1.4 We send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school and keep a copy of the file in accordance with our Transfer of Records Policy and LA Guidance and our Retention Schedule.

5.2 RECORDING AND REPORTING CONCERNS

5.2.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (KCSIE Part 1 in Appendix A).
5.2.2 All concerns are logged on CPOMS in a factual manner by the member of staff concerned as soon as possible. CPOMS will be used to log wider safeguarding concerns as well as child protection concerns.
5.2.3 If a concern arises all staff, volunteers and visitors must follow the procedures summarised in KCSIE and in this policy.
5.2.4 Peer on Peer Abuse – Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment – including upskirting, physical abuse such as hitting, kicking, shaking, biting, hair

pulling, or otherwise causing physical harm;sexting and initiating/hazing type violence and rituals. At Crossacres we take peer on peer abuse very seriously and a member of SLT or the safeguarding team will be involved in following up any concerns.

5.2.5 Sexting – (also known as youth produced sexual imagery) What to do if an incident involving 'sexting' comes to your attention

Report it to your Designated Safeguarding Lead (DSL) immediately.

- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

5.2.6 FGM – All teaching staff have additional statutory duties, including to report any cases of known or suspected Female Genital Mutilation. This requires these professionals to **make a report to the police** if, in the course of their professional duties, they: are informed by a girl under 18 that an act of FGM has been carried out on her; or observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

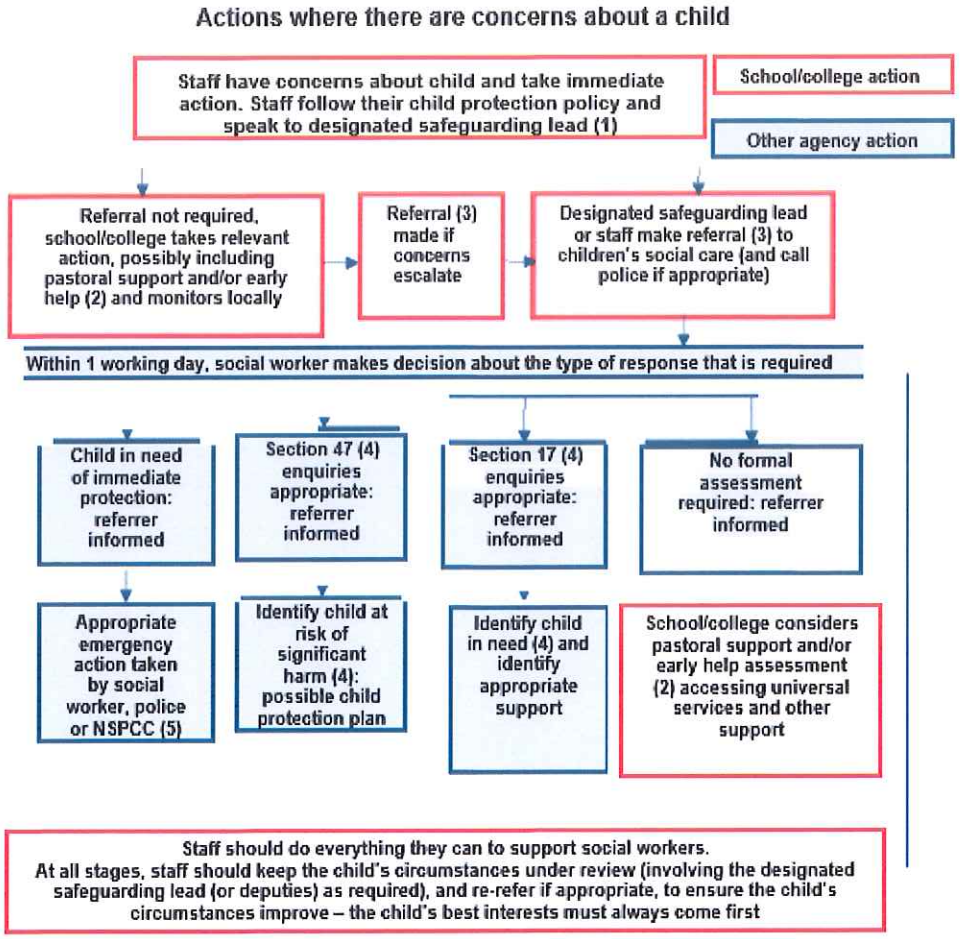
5.2.7 PREVENT – Staff will follow the DfE Prevent Duty Guidance for any concerns. If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

Dobir Mohammed Miah Prevent Education Officer Tel: 0161 245 7214
Mobile: 07970378988

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not

intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

5.2.8 If a member of staff disagrees with the actions of the DSL they should follow the escalation procedure. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.



All staff have a log in for CPOMS or can access paper based concerns sheets,and record their concerns in a factual manner

DSL's are made aware of concerns via CPOMS or by communication.

Follow up actions are decided upon by the DSL following the flow chart above.

5.3 INFORMING PARENTS/CARERS

5.3.1 Our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers and would expect them to provide up to date contact details, including at least 2 emergency contacts.

5.3.2 In most cases parents/carers will be informed when concerns are raised about the safety and welfare of their child and given the opportunity to address any concerns raised. We will aim to engage with parents/carers through the LA Early Help processes, including carrying out an Early Help Assessment (EHA).

5.3.3 We will inform, and gain consent, from parents/carers if possible, if a referral is to be made to the Children's Social Care Service or any other agency **unless it is believed that doing so would put the child at risk or jeopardise a police investigation,** eg in cases of suspected sexual abuse. We will record the reasons, if consent is not gained.

5.4 MULTI-AGENCY WORKING

5.4.1 We will develop effective links with Social Workers and other relevant agencies and co-operate as required with any enquiries regarding child protection issues.

5.4.2 We will notify Children's Social Care if:

- a child subject to a child protection plan is at risk of permanent exclusion.
- there is an unexplained absence of a child who is subject to a child protection plan
- it has been agreed as part of any child protection plan or core group plan.

5.5 CONFIDENTIALITY & INFORMATION SHARING

5.5.1 Staff will ensure that confidentiality protocols are followed and under no circumstances will they disclose any information about children outside of their professional role.

5.5.2 Information about children will only be shared with other members of staff on a need to know basis.

5.5.3 All staff and volunteers understand that they have a professional responsibility to share information with other agencies, if in the child's best interests, in order to safeguard them.

5.5.4 We have arrangements in place that set out clearly the process and principles for sharing information within school and with the three safeguarding partners, other organisations, agencies and practitioners as required. This includes an agreed rationale for when and what to share/when and what not to share and systems for recording the reasons for these decisions. If school is named as a relevant agency under the published arrangements of our local safeguarding partners we must

comply with the arrangemenets. Our policies and procedures will reflect these local arrangements.

5.5.5 We comply with the Data Protection Act 2018 and GDPR in that we ensure that we process all personal information fairly and lawfully and keep it safe and secure.

When a child transfers to a new setting

The new setting is contacted to ensure the child has arrived

CPOMS records are authorized for transfer if the new setting has CPOMS

If school does not have CPOMS a print out of the chronology is made and sent to the new school

Any paper based records are copied and sent to new school

The new school signs a receipt to say what they have received, when and by whom.

5.6 CHILD PROTECTION (CP), CHILD IN NEED (CiN) MEETINGS AND CONFERENCES

5.6.1 An initial CP conference will be held if it is considered that the child is suffering or at risk of significant harm.

5.6.2 We will attend and contribute to initial and review CP conferences, CiN conferences and relevant multi-agency meetings, including core groups.

5.6.3 Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible and will send a report, using the most up-to-date proforma, to the Chair within the required timescales, at least 48 hours before the conference.

5.6.4 Our reports will include the voice of the child.

5.6.5 We will discuss and share reports with the parents/carers before the conference.

5.6.6 All relevant staff will be confident in using the tools which are part of the Signs of Safety approach.

Joe Campbell and Julie Harrison will attend safeguarding meetings in the holiday if required. If they are unable to attend the meetings a report will be sent from school.

5.7 CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

5.7.1 Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare. *Staff will record the incident in writing as soon as possible after the event. The event will be recorded in the words that the child used and be an accurate log of the conversation including any questions asked by staff. Staff should use Who What*

When Where questions if they are required but not Why questions. This will then be logged on CPOMS and a DSL will be made aware of the situation immediately.

5.7.2 All staff and volunteers must be clear with children that they cannot promise to keep secrets.

5.7.3 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.

5.7.4 We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

5.8 SERIOUS CASE REVIEWS (SCRs)

5.8.1 The Local Safeguarding Partnership will always undertake a serious case review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, we will cooperate fully with the review process.

Our DSL will keep up to date with the findings from SCRs in Manchester and share the learning and review our safeguarding procedures if relevant.

6. THE CURRICULUM

We are committed to promoting emotional health and well-being and to supporting the development of the skills needed to help children keep themselves safe and healthy, develop their self-esteem, develop resilience and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

6.1 All children have access to an appropriate curriculum, differentiated to meet their needs. They are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others.

6.2 This enables them to learn to develop the necessary skills to build self-esteem, respect others, support those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

6.3 There is access to a range of extra-curricular activities which promotes these values and supports the social, spiritual, moral well-being and physical and mental health of the pupils.

6.4 Personal Health and Social Education and Citizenship lessons provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, knowing and understanding how to keep themselves safe and different family patterns.

6.5 We take account of the latest advice and guidance provided to help address specific vulnerabilities, risks and forms of exploitation including Obesity, poor mental health, CSE, Radicalisation and Extremism, Modern Slavery, County Lines, Female Genital Mutilation, Forced Marriage. See Appendices for guidance and links to further information.

7. E-SAFETY

7.1 E-safety is a safeguarding issue not an ICT issue. The purpose of Internet use in our school is to help raise educational standards, promote childrens' achievement, and support the professional work of staff, as well as enhance our management information and business administration.

7.2 The internet is an essential element in 21st century life for education, business and social interaction and we have a duty to provide children with quality access to it as part of their learning experience.

7.4 We will ensure that appropriate filtering and monitoring methods are in place to ensure that children are safe in school from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

7.5 We will ensure that children will not misuse their own devices whilst in school. Children who bring their phones into school have to hand them into the class teacher for the day and they are returned at the end of the school day. Only Year 5 and Year 6 children are allowed to bring phones into school. They must be turned off whilst on school property and no access to school wifi is allowed.

7.6 We have separate acceptable use policies (AUPs) for both staff and children. This covers the use of all technologies used, both on and offsite.
In the staff code of conduct which is issued on an annual basis there is a mobile phone policy for staff. Acceptable use policies are in place for computers and tablets for children.

7.7 We follow the Local Safeguarding Partnership guidelines 'Safeguarding online guidelines for minimum standards' and the advice on the UK Safer Internet Website. In addition to this we follow the DfE guidance Teaching Online Safety in Schools, June 2019
School have achieved level 2 accreditation for 360.

7.8 We work with children and parents to promote good practice in keeping children safe online.

Advice is always readily available to parents either via individual meetings or an information booklet which is available in the main reception. There is also e-safety information available on the school website.

8. SAFER RECRUITMENT & SELECTION OF STAFF

8.1 Our recruitment and selection policies and processes adhere to the DfE guidance 'KCSIE' and 'Safer Recruitment Consortium Guidance for Safer Working Practice' – May 2019
School have Recruitment and Selection procedures which are administered by the Business Manager and/or Human Resources Manager. This includes a member of the interviewing panel must be trained on safer recruitment, statutory recruitment checks are followed ie checks are made on
DBS
Teacher registration numbers
Prohibited from teaching lists
Section 128 checks are carried out for Management positions including Governors

8.2 The Headteacher and governing body will ensure that all external staff and Volunteers, including out of hours organisations, using our school site have been DBS checked as appropriate.

8.3 Written notification will be requested from any agency or third party organisation used by us to confirm that the organisation has carried out the statutory recruitment checks.

8.4 At least one member of each recruitment panel will have attended up to date Safer Recruitment Training.

8.5 All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the Headteacher.

8.6 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained

8.7 Risk assessments are carried out on all volunteer activities as required.

8.8 The school maintains a single central record of recruitment checks undertaken.

9. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

9.1 We adhere to DfE guidance 'KCSIE, Section 4' pages 53-64 when dealing with allegations made against staff and volunteers.

9.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

9.3 Allegations which meet the threshold will be referred to the Designated Officer who will oversee the management of the allegation and its investigation.

9.4 We ensure that all staff are aware of how to raise a concern, including anonymously as a whistleblower.

It is the responsibility of all members of staff to ensure that their own behaviour is appropriate to the school as a workplace and does not contribute to an environment in which malpractice or wrong doing is either ignored, condoned or encouraged. All staff should challenge such behaviour if it occurs, or bring it to the attention of a relevant person e.g. a line manager, member of the school's Senior Management team or the Headteacher.

Confidentiality

The Headteacher and Governors will do everything possible to protect an employee's identify when a concern is raised and where the individual does not want their name disclosed. It must be appreciated, however, that the investigation process may reveal the source of the information and a statement may be required as part of the evidence and/or an individual may be a possible witness in any future proceedings.

Anonymous concerns

All complaints will be considered/investigated but the level of investigation will depend upon the nature of the allegations; the seriousness of the issues raised; the credibility of the concern; and the likelihood of confirming the allegations from attributable sources.

Concerns expressed anonymously are much less likely to be successfully investigated than when an employee is prepared to come forward formally. It will not of course be possible to report any findings back to the complainant in these circumstances.

How to Raise a Concern

The Governing Body acknowledge that the decision to report a concern can be a difficult decision for a member of staff to take, not least because of the fear of reprisal from those responsible for the malpractice. The Headteacher/governors will not tolerate harassment or victimisation and will take appropriate action to protect any person who raises a concern in good faith.

The Headteacher or relevant person will monitor how a member of staff is subsequently treated after raising a matter of concern and will ensure that if they

find evidence of harassment or victimisation, this is dealt with under disciplinary arrangements.

Employees should raise their concerns with their immediate line manager if possible. However, the most appropriate person to contact to report a concern will depend on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice.

Where the individual believes that their manager is involved in the matter of concern, they should then contact the Headteacher (or the Chair of Governors if the concern raised is related to the Headteacher).

Wherever possible, concerns should be expressed in writing, setting out the background and history of the concern, giving names, dates and places where possible, and the reason why the member of staff is particularly concerned about the situation.

If a member of staff does not feel able to put the concern in writing initially, he or she should be allowed to telephone or meet the appropriate person who will make a note of the concerns.

The member of staff will need to demonstrate to the person contacted that there are sufficient grounds for concern to enable the matter to be taken forward.

In the event both the Headteacher and the Chair of Governors are the subject of the concerns the complaint must be made in writing to the Head of Management Support to schools.

10.SAFETY ON & OFF SITE

10.1 Our site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.

10.2 All visitors, including visiting speakers, are subject to our safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained.

10.3. We will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. We are responsible for determining the appropriate level of supervision depending on the circumstances. We will always check the identity of contractors and their staff on arrival at the school or college.

10.4 We operate a responsible booking protocol and will carry out appropriate checks on all organisations which request to hire our facilities.

At present there are no lettings for other organisations.

10.5 We will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. Our DSL will liaise with the AP DSL to ensure a consistent approach and that relevant

information is shared. Their attendance will be monitored by us in accordance with the School Register Regulations

10.6 We have a work experience placement policy and procedures in place. We will ensure that any person supervising a child under the age of 16 on a placement has been subject to the appropriate level of DBS check. If the activity undertaken by a child 16 years of age or over on work experience gives the opportunity for contact with children, we will consider whether a DBS enhanced check should be requested.

10.7 All school trips are fully risk assessed and no child will be taken offsite without parental permission.

10.8 For international exchanges, we will liaise with partner schools abroad, to establish a shared understanding of the arrangements in place both before and during the visit. We will ensure we are satisfied that these are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. We may also feel it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.

10.9 We have a Health & Safety policy eg for notifying parents, and this policy links with other policies including critical incidents, snow day and first aid policy.

APPENDICES

Our policy is based on the following legislation, national & local guidance/procedures and links to other relevant school policies

APPENDIX A - 'Keeping Children Safe In Education' Part 1 & Annex A - to be read by all staff

Department for Education

Keeping children safe in education

Statutory guidance for schools and colleges

Part one: Information for all school and college staff

September 2019

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Summary

Keeping Children Safe in Education is statutory guidance that schools and colleges in England must have regard to when carrying out their duties to safeguard and promote the welfare of children.

- Governing bodies of maintained schools (including maintained nursery schools) and colleges;
- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- Management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** in their school or college **read** at least Part one of the guidance.

For ease of reference Part one is set out here as a standalone document.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children

2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. **All** staff have a responsibility to provide a safe environment in which children can learn.

8. **All** staff should be prepared to identify children who may benefit from early help.[1] Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 36-47. Staff should expect to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.[2]

What school and college staff need to know

13. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the behaviour policy;[3]
- the staff behaviour policy (sometimes called a code of conduct);
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

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[1] Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.
[2] The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.
[3] All schools are required to have a behaviour policy (read Behaviour and school discipline in schools). If a college chooses to have a behaviour policy it should be provided to staff as described above.

14. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15. **All** staff should be aware of their local early help[4] process and understand their role in it.

16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.[5]

17. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

Early Help

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;

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[4] Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.
[5] More information on statutory assessments is included at paragraph 42. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.

- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

Abuse and neglect

19. Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

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

Indicators of abuse and neglect

21. **Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

23. **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child 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 on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or

the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

24. **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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 adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

25. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

26. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Peer on peer abuse

27. **All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexual violence,[6] such as rape, assault by penetration and sexual assault;
- sexual harassment,[7] such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- upskirting,[8] which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

28. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Serious violence

29. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.[9]

Female Genital Mutilation

30. Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.[10] If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.

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[6] For further information about sexual violence see Annex A.
[7] For further information about sexual harassment see Annex A.
[8] For further information about 'upskirting' see Annex A.
[9] For further information about violent crime see Annex A.
[10] Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Contextual safeguarding

31. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. **All** staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding.

Additional information and support

32. Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

33. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

What school and college staff should do if they have concerns about a child

34. Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

35. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 15 for a flow chart setting out the process for staff when they have concerns about a child.

36. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

37. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;[11] or
- a referral for statutory services,[12] for example as the child might be in need, is in need or suffering or likely to suffer harm.

38. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

39. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. 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.

Early help

40. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's

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[11] Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of Working Together to Safeguard Children.

[12] Chapter 1 of Working Together to Safeguard Children sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

41. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

42. The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number.

What will the local authority do?

43. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering or likely to suffer

significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;

- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take;
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

44. The referrer should follow up if this information is not forthcoming.

45. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

46. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

47. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

48. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.[13] Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and

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[13] An analysis of serious case reviews can be found at Serious case reviews, 2011 to 2014.

- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

49. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

What school or college staff should do if they have concerns about safeguarding practices within the school or college

50. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

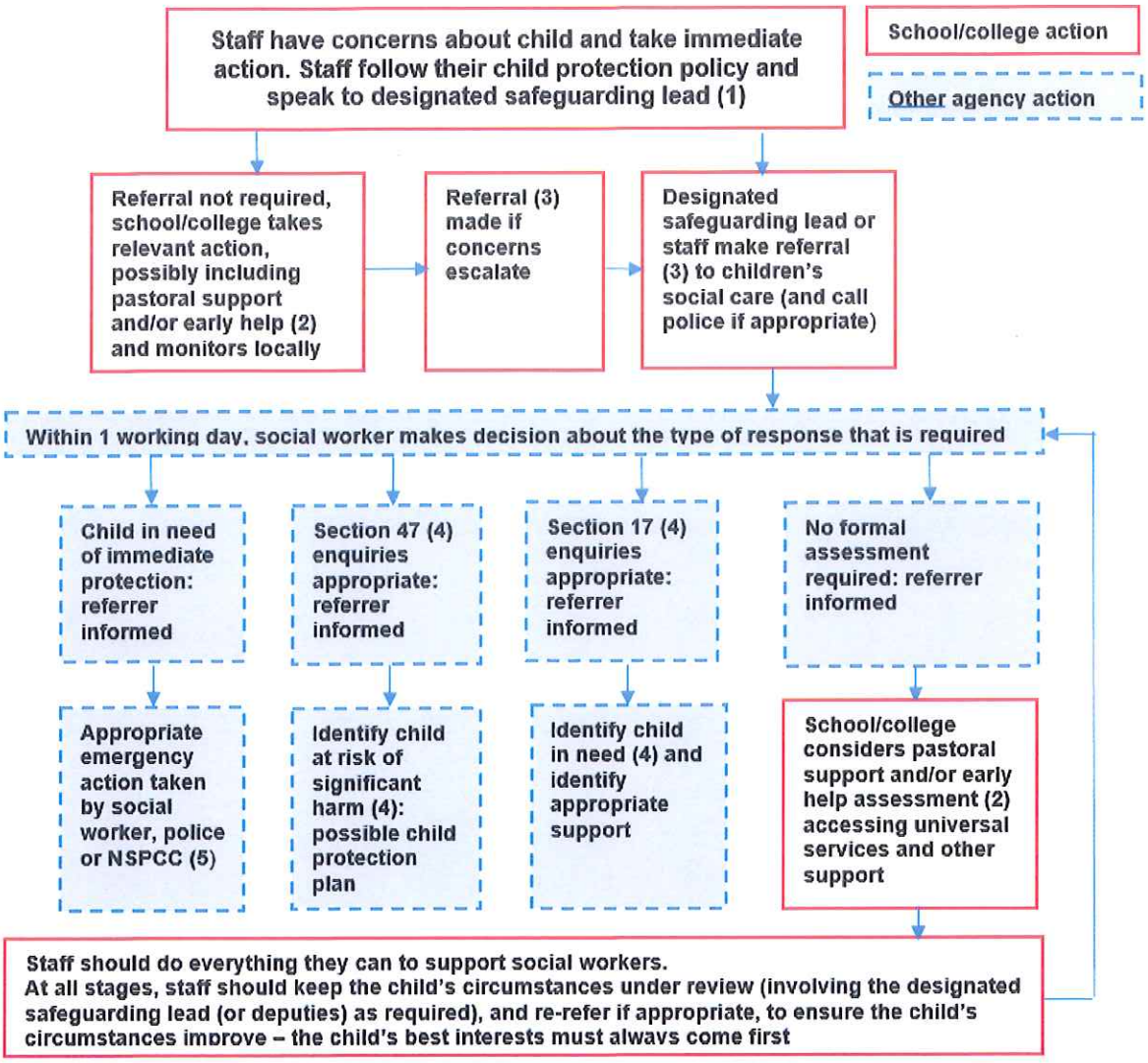
51. Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school's or college's senior leadership team.

52. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance on whistleblowing can be found via: Advice on Whistleblowing.
- The NSPCC's *what you can do to report abuse* dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.[14]

[14] Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

Annex A - Further information about specific forms of abuse and safeguarding issues

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the

sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism[15] should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

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

- psychological;
- physical;
- sexual;
- financial; and

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[15] national crime agency human-trafficking.

- emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's

circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**[16] that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated

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[16] Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.[17] Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Forced marriage

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

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

[17] Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism[18] is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation[19] refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard[20] to the need to prevent people from being drawn into terrorism".[21] This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers

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[18] As defined in the Government's Counter Extremism Strategy.
[19] As defined in the Revised Prevent Duty Guidance for England and Wales.
[20] According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.
[21] "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts, . Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003[22] as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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[22] Legislation.gov.uk

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?[23] Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.[24]

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of

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[23] It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: What is consent?.

[24] PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

sexual harassment and/or sexual violence.[25] It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

Upskirting[26]

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

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[25] Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.
[26] Additional information about the upskirting law is available.

Further information

Hyperlinks to other relevant guidance

Abuse

- What to do if you are worried a child is being abused – DfE advice
- Faith based abuse: National Action Plan – DfE advice
- Domestic abuse: Various information / guidance – Home Office
- Relationship abuse: disrespect nobody – Home Office

Bullying

- Preventing bullying including cyberbullying – DfE advice

Children and the courts

- Advice for 5 to 11 year olds witnesses in criminal courts – Ministry of Justice
- Advice for 12 to 17 year olds witnesses in criminal courts – Ministry of Justice

Children missing from education, home or care

- Children missing education – DfE statutory guidance
- Child missing from home or care – DfE statutory guidance
- Children and adults missing strategy – Home Office

Children with family members in prison

- National Information Centre on Children of Offenders – Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)

Child Exploitation

- Child sexual exploitation: guide for practitioners – DfE guide
- Trafficking: safeguarding children – DfE and Home Office Advice
- County Lines: criminal exploitation of children and vulnerable adults – Home Office

Drugs

- Drugs: advice for schools – DfE and Association of Chief Police Officers (ACPO) advice
- Drugs strategy 2017 – Home Office
- Information and advice on drugs – Talk to Frank website
- ADEPIS platform sharing information and resources for schools: covering drug (and alcohol) prevention – Website developed by Mentor UK

(so called) Honour Based Violence

- Female genital mutilation: information and resources – Home Office
- Female genital mutilation: multi agency statutory guidance – DfE, Department of Health and Social Care (DH) and Home Office
- Forced marriage: statutory guidance and government advice – Foreign Commonwealth Office and Home Office

Health and wellbeing

- Fabricated or induced illness: safeguarding children – DfE, Department for Health and Social Care (DH) and Home Office
- Rise Above: Free PSHE resources on health, wellbeing and resilience – Public Health England
- Medical conditions: supporting pupils at school – DfE statutory guidance
- Mental health and behaviour – DfE Advice

Homelessness

- Homelessness: How local authorities should exercise their functions – Ministry of Housing, Communities and Local Government (MHCLG)

Online

- Sexting: responding to incidents and safeguarding children – UK council for Internet Safety

Private fostering

- Private fostering: local authorities – DfE statutory guidance

Radicalisation

- Prevent duty guidance – Home Office
- Prevent duty advice for schools – DfE advice
- Educate Against Hate Website – DfE and Home Office

Violence

- Gangs and youth violence: advice for schools and colleges – Home Office
- Ending violence against women and girls 2016 to 2020 strategy – Home Office
- Violence against women and girls: national statement of expectations for victims – Home Office
- Sexual violence and sexual harassment between children in schools and colleges – DfE advice
- Serious violence strategy – Home Office

Department for Education

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