St. Aidan's VC Primary School

Safeguarding and Child Protection Policy and Procedures

Updated for KCSIE September 2022

Approved by:	Governing Body	Date: September 2022
Last reviewed:	September 2021	
Next review:	September 2023	
Version update history	To meet requirements of September 2022 KCSIE	

CONTENTS

1. **Key Contacts**

Post	Postholder	Contact details
Acting Headteacher	Michael Speed	020 8340 2352 mspeed@staidansprimaryschool.org.uk
Designated Safeguarding Lead (DSL)	Michael Speed	020 8340 2352 mspeed@staidansprimaryschool.org.uk
Deputy Safeguarding Leads (DDSL)	Lucy Spreckley Nicole Michael	020 8340 2352 lspreckley@staidansprimaryschool.org.uk nmichael@staidansprimaryschool.org.uk
Chair of Governors	Helen Froggatt	chairgovernors@staidansprimaryschool.org.uk
Link Governor for Safeguarding	Helen Froggatt	via admin@staidansprimaryschool.org.uk
Local Authority Designated Officer (LADO)	**Finola Owens** LADO Service Manager **Sharon Ackbersingh** LADO	LADO@Haringey.gov.uk 020 8489 2968 / 1186
Channel Helpline		020 7340 7264
Haringey Local Safeguarding Children Partnership	**David Archibald**, Independent Chair **Fatmir Deda**, HSCP Service Manager **Eliese Gray**, Executive Support Officer	8th floor, River Park House, 225, High Road, London N22 8HQ https://haringeyscp.org.uk/ 020 8489 3145
Haringey Council's Children's Services Please only use the out of hours number if you are calling outside of normal working hours. Your call will be logged and the operator will take brief details. An out of hours social worker will ring you back.	**Anthony Theodi**, Acting MASH Service Manager **Diana Hylton**, Team Manager **Dennita Oguh**, Team Manager **Sharon Biggs**, Team Manager **Aileen Duhig**, Team Manager **Fatima O'Dwyer**, Deputy Team Manager **John Stroud**, Out of Hours Team Leader	• Monday to Thursday 8:45 am to 5:00pm; Friday 8:45 am to 4:45 pm **020 8489 4470** **mashreferral@haringey.gov.uk** • Out of office hours, including weekends: **020 8489 0000** • **Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999**
Making a MASH referral		• During your phone call (above) if you are a professional working with children you may

		be asked to complete a **MASH referral form** within 24 hours. This should be emailed securely to mashreferral@Haringey.gcsx.gov.uk

2. What to do if you have a welfare concern in St. Aidan's VC School

Why are you concerned?
- For example
  - Something a child has said – e.g. allegation of harm
  - Child's appearance – may include unexplained marks as well as dress
  - Behaviour change
  - Witnessed concerning behaviour

Act immediately and record your concerns. If urgent, speak to a DSL first.
If it is out of hours & the DSL is NOT available then make a direct referral to social services – see key contacts table
- Follow the school procedure (complete a concern form or use MyConcern)
  - Reassure the child
  - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
  - Use child's own words
  - Sign and date your records
  - Seek support for yourself if required from DSL (name, role)

Inform the Designated Safeguarding Lead (Michael Speed, Lucy Spreckley or Nicole Michael**)**

Designated Safeguarding Lead
- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
- If unsure then consult with Area Education Safeguarding Advisor (Shauna McAllister) or Local Authority Social Worker at the Haringey's Safeguarding Team.

If you are unhappy with the response
Staff:
- Follow local escalation procedures
- Follow Whistleblowing procedures

Learners and Parents:
- Follow school complaints procedures (available on the school website)

Record decision making and action taken in the learner's child protection/safeguarding file

Monitor
Be clear about:
- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

Review and **request further support** (if necessary)

At all stages, the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety** is **paramount**

3. Introduction and Ethos

- **The purpose of this policy is:**

  o To protect the safety, welfare and well-being of the pupils on roll at our school

  o To set out the school's overarching principles, approaches and systems to child protection and safeguarding across all aspects of school life.

  o To ensure staff are aware of their statutory safeguarding duties and responsibilities

  o To ensure staff are well-equipped and confident to recognise and report child protection concerns

  o To promote an open and listening culture where everyone can voice concerns in the knowledge they will believe, helped and supported.

- **Our core safeguarding principles are:**

  o **Promotion**
    - making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school
  o **Prevention**
    - positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures
  o **Protection**
    - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
  o **Support**
    - for all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.
  o **Working with parents and other agencies**
    to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

- At St. Aidan's, we recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

- Staff and other adults working with children at St. Aidan's are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

- St. Aidan's believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

- St Aidan's recognises the importance of safeguarding and the promotion of children's welfare at all times. Safeguarding is embedded in all the school's processes and procedures and at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.

- St. Aidan's expects that if any member of our community has a safeguarding concern about any child or adult, they should act immediately. This includes out of hours when the DSL may not be available to speak to, in which case a direct referral should be made to social services – see contact details at the start of this policy.

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2022 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2022.

4. Legislation and guidance

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

  o DfE Keeping Children Safe in Education 2022 (KCSIE)
  o Working Together to Safeguard Children 2018 (last updated 1st July 2022) (WTSC)
  o Ofsted: Education Inspection Framework' 2019 (revised June 2021)
  o Framework for the Assessment of Children in Need and their Families 2000)
  o Early Years and Foundation Stage Framework (EYFS) September 2021
  o The Education (Independent School Standards) Regulations 2014
  o The Non-Maintained Special Schools (England) Regulations 2015
  o Multi-agency statutory guidance on female genital mutilation (July 2020)
  o Advice Sexual Violence and Sexual Harassment between children in schools and colleges (July 2021)
  o Relationships and Sex Education (RSE) statutory guidance (June 2019, last updated July 2021)

- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

- Other legislation this policy is based on:

Legislation	What it covers
School Staffing (England) Regulations 2009	• Lists what must be recorded on the single central record • The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
Children's Act 1989 (and 2004 amendment),	• Provides the framework for the care and protection of children.
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B(11))	• Places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
Rehabilitation of Offenders Act 1974	• Sets out when people with criminal convictions can work with children.
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006	• Defines what 'regulated activity' is in relation to children

5. Human Rights, Equalities and Public Sector Equality Duty

- St Aidan's is aware of its obligations under the Human Rights Act 1998 (HRA), Equality Act 2010 Including its Public Sector Equality Duty) and the local multi-agency safeguarding arrangements in Haringey and other local authorise that pupils may reside in.

- The governing body and senior leaders recognise that, under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

  o Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

  o Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity

  o Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and

  o Protocol 1, Article 2: protects the right to education.

- The governing body and senior leaders recognise being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

- The governing body and senior leaders will adhere to the Equality Act, will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

- The governing body and senior leaders will pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, the governing body and senior leaders will give specific consideration to the equality implications of these such as, for example, the need to eliminate unlawful

==behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.==

6. Related Safeguarding Policies

- This policy is one of an integrated suite of policies, reflecting the whole school approach to safeguarding. It should be read and actioned in conjunction with the policies as listed below:
    - Anti-Bullying
    - Attendance and punctuality
    - Positive behaviour policy
    - GDPR policy
    - First aid policy
    - Pupils with medical needs policy
    - Health and safety policy
    - E safety policy
    - Personal, social and health education and Relationships and Sex Education policy
    - Risk assessments
    - Inclusion and SEND policy
    - Care, control and restraint
    - Whistleblowing

7. Definitions of safeguarding

- In line with KCSIE 2022, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
    - protecting children from maltreatment;
    - preventing impairment of children's mental and physical health or development;
    - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
    - taking action to enable all children to have the best outcomes.

- Safeguarding is what we do to prevent children suffering or coming to harm.

- Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.

- The safeguarding partners that the school works with to safeguard its pupils as set out in KCSIE are: the local authority; the local clinical commissioning group; and the chief officer of Police for the area that falls under the local authority.

- Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and psychological needs. *Section 8 and Appendix 1 provides a more detailed explanation of the different types of abuse and signs and symptoms and specific safeguarding issues.*

- ==KCSIE 2022 notes the use of the following widely recognised and understood terms 'victim' and 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'.==

    ==At== St Aidan's, ==we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We also think carefully about the use of the term **'alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**', especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. In managing any incident we are prepared to use any term with which the individual child is most comfortable and on a case-by-case basis.==

8. Informing staff and others of safeguarding policy

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy. They will be asked to say they have read and understood its contents, are familiar with the school systems and will adhere to them. Hard copies can be found on the safeguarding board in the staffroom and on the safeguarding board in the corridor on the way to the hall. Electronic copies can be found on the school website and on the server.

- Visitors to the school site will be given a leaflet detailing our safeguarding arrangements, which also covers fire safety, first aid and health & safety. Visitors will be asked to sign to say they have read, understood and will adhere to these arrangements.

- Parents/carers can obtain a copy of the St. Aidan's Safeguarding and Child Protection Policy downloaded from the school website together with other related policies, including for online safety, recruitment and child-on-child abuse from www.staidansprimaryschool.org.uk Additionally, these and other policies are available from the school office on request.

- Pupils will be made aware of the school's systems in age-appropriate ways through displays around the school site, verbally and via the school website. The DSL will ensure pupils have understood and are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions being taken.

9. Roles and Responsibilities

The Governing Body

- The Governing Body takes responsibility for strategic leadership that is a 'whole school approach' for the school's safeguarding arrangements and that these will comply with their duties under legislation and have full regard to KCSIE 2022. This includes ensuring the school's policies, procedures and training are effective and comply with the law at all times.

- The Governing body will ensure the school's systems enable pupils to report what is happening to them.

- The Governing body will ensure the appointed DSL is a senior member of staff. The role of the DSL (and deputy) set out in KCSIE Annex C will be made explicit in the postholder's job description.

- St. Aidan's has a nominated governor for safeguarding. The nominated governor will support the Designated Safeguarding Lead and have oversight in ensuring that the St. Aidan's has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

- All governors will undertake safeguarding training and additional training on specific issues, such as online safety and Prevent, as required in order to fulfil their oversight duties. This will be part of an ongoing and regular programme of training to build knowledge and understanding of safeguarding across all members of the Governing Body.

- The governing body will take an active role in monitoring safeguarding arrangements and providing support to the Designated Safeguarding Lead in line with Part 2 KCSIE 2022. This will include visits to school, regular contact with the Designated Safeguarding Lead and other staff working to protect children and reviewing information provided to them concerning pupils' welfare and safety, including for online safety. Governors will also seek the views of pupils and parents/carers as part of their monitoring arrangements to check on the effectiveness of safeguarding arrangements.

- The Governing Body and leadership team will ensure that the Designated Safeguarding Lead (and deputy) are supported and given sufficient time, funding and resources to carry out their roles. They will also ensure there is adequate cover if the Designated Safeguarding Lead is absent.

Headteacher

- The Headteacher will ensure that the suite of policies and procedures relating to safeguarding and child protection adopted by the school's Governing Body are understood and followed by all staff.

Designated Safeguarding Lead (DSL)

- St. Aidan's has appointed a member of the leadership team as the Designated Safeguarding Lead (DSL). Additionally, St. Aidan's have appointed Deputy DSLs who will have delegated responsibilities and act in the DSL's absence.

- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in St. Aidan's. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. This is in line with full job description set out in KCSIE Annex C.

- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSL training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

- The DSL (and deputy) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate. Job descriptions that align to KCSIE 2022 Annex C are in place for the DSL and deputy DSLs.

- The role of the DSL is to:
    - o   Hold the overall responsibility for child protection

- o Act as the central contact point for all staff to discuss any safeguarding concerns
- o Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- o Understand the views of children and encourage a culture of listening to children and taking account of their wishes
- o Take the lead for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement.
- o Maintain a confidential recording system for safeguarding and child protection concerns
- o Ensuring child protection files are up-to-date, records are clear and comprehensive and details of the concern, follow up, actions, decisions and outcome
- o Ensuring information is shared as appropriate, including when a child transfers schools
- o Coordinate safeguarding action for individual children
- o When supporting children with a social worker, or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- o Liaise with other agencies and professionals in line with KCSIE 2022 and WTSC 2018
- o Ensure that locally established procedures as put in place by the three safeguarding partners (Haringey LA), including referrals, are followed, as necessary.
- o Represent, or ensure St. Aidan's is appropriately represented, at multi-agency safeguarding meetings (including Child Protection conferences)
- o Manage and monitor the school role in any multi-agency plan for a child.
- o Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- o Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- o Work with all staff (for example: teachers, support staff, pastoral leaders, SENCo, mental health leads) on matters of safeguarding and welfare (including mental health and online/digital safety)
- o Raising awareness of safeguarding and child protection systems with staff, pupils and parents.
- o Ensure all staff access appropriate safeguarding training, including in online safety and other relevant specific issues and regular updates in line with the recommendations within KCSIE (2022)
- o Providing support to staff as required.
- o Manage referrals of suspected abuse to the Channel programme, disclosure & barring service and where a crime has been committed to the Police.
- o Support/liaise with the 'case manager' for child protection issues which concern a member of staff.
- o Liaise with the headteacher to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes the requirement for children to have an Appropriate Adult. Follow the Statutory guidance - PACE Code C 2019.

Members of Staff

- All members of staff have a responsibility to:
    - o Provide a safe environment in which children can learn.
    - o Be aware it can happen here and safeguarding is everyone's responsibility.
    - o Build trusted relationships with children and young people that facilitates communication.
    - o Actively promote welfare and safeguarding, including online safety, of pupils.
    - o Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
    - o Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
    - o Be aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
    - o To exercise professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of help or protection.
    - o Reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting **any** form of abuse and/or neglect; and never make a child feel ashamed for making a report.
    Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their

vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

- o Be prepared to identify children who may benefit from early help.
- o Understand the early help process and their role in it.
- o Understand the school's safeguarding policies and systems.
- o Undertake regular and appropriate training which is regularly updated.
- o Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- o Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- o Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.
- o Understand the wider definitions of child on child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 and Annex B.
- o Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection
- o Be aware of the school's child-on-child abuse policy, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.

Children and Young People

- Children and young people (learners) have a right to:
    - o Feel safe, be listened to, know their concerns will be taken seriously, and have their wishes and feelings taken into account.
    - o Contribute to the development of St. Aidan's safeguarding policies.
    - o Receive help from a trusted adult.
    - o Learn how to keep themselves safe, including online.

Parents and Carers

- Parents/carers have a responsibility to:
    - o Understand and adhere to the relevant St. Aidan's policies and procedures.
    - o Talk to their children about safeguarding issues and support St. Aidan's in their safeguarding approaches.
    - o Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from St. Aidan's or other agencies.
    - o Speak to school staff if they have any concerns about the welfare, well-being and safety of their children.
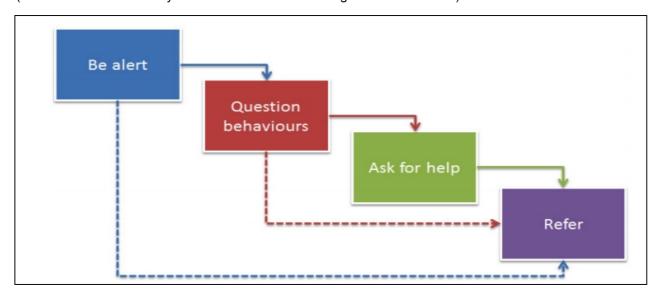
10. Recognising Indicators of abuse and neglect

- All staff in St. Aidan's are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018 updated December 2020)) and Keeping Children Safe in Education (KCSIE) 2022.

- **All** staff understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online.

- Harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

- St. Aidan's recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

    - o Physical abuse
    - o Sexual abuse
    - o Emotional abuse
    - o Neglect

    The school recognises that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

For further information see Appendix 1 of this policy and Appendix 6 for links to advice and support.

- All members of staff are expected to be aware of and follow this approach if they are concerned about a child (taken from 'What to do if you are worried a child is being abused' DfE 2015)

St. Aidan's acknowledges that safeguarding includes a wider range of specific issues including (but not limited to):

- Child abduction and community safety incidents
- Children with family members in prison
- Children Missing Education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Cybercrime
- Domestic abuse
- Faith based abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Homelessness
- Honour based abuse (so called)
- Mental health
- Modern slavery & the National Referral Mechanism
- Online safety
- Peer on peer abuse (including cyberbullying, racial, prejudicial and discriminatory bullying)
- Preventing radicalisation and extremism
- Relationship abuse
- Serious Violence
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery, nudes/semi-nudes ("Sexting")

- Additional information on these specific issues is given in the sections below, in Appendix 2 of this policy and also set out in KCSIE Part 1 and Annex B

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

- **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case by case basis.

- Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

- By understanding the indicators or abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

- **In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy.**

11. Child protection procedures – taking action

- St. Aidan's adheres to the Haringey Safeguarding Children multi-agency partnership procedures (Haringey LA). The full Haringey LA procedures and additional guidance relating to specific safeguarding issues can be found on their website: https://haringeyscp.org.uk/

- Staff (volunteers, governors, contractors, agency and supply staff and visitors) must follow the school procedures set out in this and the following sections should they identity or have a worry about a child protection issue. The actions staff and other adults should take if they are any safeguarding concerns about a pupil are listed below. This will be covered in staff training, including new staff induction. Visitors will be provided with an information sheet on arrival, summarising the school systems and how they should pass on any child protection concerns. If anyone is unsure about reporting concerns, they must speak to the DSL and they can also refer to the DfE publication 'What to do if you're worried a child is being abused' (March 2015).

- All staff are made aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

- St. Aidan's recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

Action if a child is in immediate danger or suffering harm or likely to suffer harm

- As soon as a member of staff or adult working in the school becomes aware that a child is suffering or likely to suffer harm, or in immediate danger they must let the DSL know immediately.

- The member of staff must make a record of what the child (ideally contemporaneously) is telling them/has told them and also record this on a concern sheet or on MyConcern as soon as soon as possible after the alert to the DSL. The handwritten record should be scanned and added to the electronic record (see details under making a record of a concern).

- The DSL, along with the Deputy DSL will review the case and decide on the next steps. If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Haringey's Safeguarding Team) and/or the police in line with Haringey LA procedures.

- If the DSL or deputy DSL is not available, for example out of school hours, then any staff member or other adults can make a referral. The contact numbers for the MASH team are listed on Page 4 of this policy. During this call you should seek the advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm. During your phone call if you are a professional working with children you may be asked to complete a **MASH referral form** within 24 hours. This should be emailed securely to mashreferral@Haringey.gcsx.gov.uk.

- Any member of staff/adult making a referral to the MASH team must inform the DSL as soon as possible, verbally and provide a written record of the concerns and actions taken.

Action if a concern about a child is not in immediate danger or risk,

- Staff must be vigilant at all times. In doing this staff may well notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share and that they are vital in helping the DSL to build a picture of the child's well-being, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.

- Staff must follow school procedures and record the concern on a concern sheet or MyConcern. The DSL will ensure that there is continuous monitoring of the MyConcern throughout the day so no concerns are missed and any necessary actions are taken. The member of staff should not hesitate in also discussing their

concern with the DSL or deputy DSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

Guidance on receiving a disclosure from a child

Staff should follow this approach:

- Listen to what the child has to say. Allow them time to talk freely and do not ask leading questions. Reassure the child that they are doing the right thing in telling you. Let them know they are being taken seriously and that nothing they say is or will cause a problem. Do not tell them they should have told you sooner.

- Stay calm and do not show that you are shocked or upset. Do not in any circumstance promise to keep what they have told you a secret. Explain you will have to pass this information on and what will happen next.

- If possible, make a handwritten record as the child speaks. If this is not possible, make a handwritten record as soon as possible afterwards. Follow the school procedure to also make a report on MyConcern.

- Speak to a DSL or deputy DSL immediately if the child is in immediate risk or has been harmed as noted above.

- Under no circumstances should the staff member undertake any investigation into the concern.

- Any allegations about staff must be reported directly to the headteacher, or in their absence, a deputy headteacher, unless the allegation is against the headteacher in which case the chair of governors should be informed. See later section.

Action if a concern about a child has been identified

- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Haringey's Safeguarding Team service who are the first point of contact for Integrated Children's Services (ICS).

Making a record of a concern or disclosure

- Any child protection concerns should be entered into MyConcern. If the concern is a direct disclosure from a child then this should be recorded in writing so there is a contemporaneous record of the disclosure, which can be used as evidence should a case go to court. Ideally, this should be on school forms which can be found in the staff room. The start, end time, location and date should be added to the report. A summary of the report should be made on MyConcern and the DSL or deputy informed immediately.

Early Help Assessments

- The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Staff are trained to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL.

- If the DSL views that an early help assessment is appropriate they or the deputy DSL will lead on liaising with other agencies and in setting up inter-agency assessment, as require. Staff may be required to contribute and/or provide support in the early help assessment. They will ensure the appropriate early help support is put in place to support the child.

- The DSL will keep all early help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to Haringey's Safeguarding Team.

12. Notifying parents and carers of child protection concerns

- Parents/carers will be informed of child protection concerns unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation. Such discussions will be undertaken by the DSL or deputy DSL.

- The DSL will liaise with Haringey safeguarding team, before making a decision not to inform parents/carers of a child protection concern.

- In the event of a request for support to the Haringey's Safeguarding Team being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by Haringey LA.

- Parents/carers will normally be notified in the case of allegations of abuse made against other pupils, unless it is unsafe to do so. The same applies to the person(s) the allegation is made against if they are a child.

13. Confidentiality information sharing and record keeping

Confidentiality

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

- The Headteacher or DSL (and DDSL and members of the safeguarding Team) will share information about a child on a 'need to know' basis to help maintain confidentiality.

- Confidentiality is also addressed in this policy with respect to record-keeping below and allegations of abuse against staff in the section below.

Information Sharing

- St. Aidan's recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2022.

- The safety of the child is always paramount, any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of pupils.

- Staff should never promise a student that they will not pass on child protection concerns to the relevant staff and agencies. However, the child should be reassured that:

  o their disclosure will be taken seriously, and it is **not** creating a problem
  o their disclosure will only be shared with relevant staff
  o staff will be sensitive to their feelings and concerns
  o their wishes will be heard
  o they will be kept informed of actions and support.

- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

- The school has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is complaint with all matters relating to confidentiality and information sharing requirements. The DPO at St. Aidan's is Hassan Muzammal and can be contacted at Hassan.Muzammal@london.anglican.org

- DfE Guidance on Information Sharing (July 2018) provides further detail. The 7 'golden rules' for sharing information, and can support staff who have to make decisions about sharing information

- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

Record keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing contemporaneously (this may be used as evidence if the disclosure becomes a Police matter) on the school safeguarding concern form and passed without delay to the DSL. This should include speaking to the DSL. A body map will be completed if injuries have been observed.

- Records must be completed at the time using the child's words and shared as soon as possible after the incident/event. The record must be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.

- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL (and DDSL). Safeguarding records are shared with staff on a 'need to know' basis only.

- Records will also be kept of any telephone calls, meetings or other communications for each child to build a full and detailed chronology. This may include other school records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour.

- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

14. Multi-Agency Working

- St. Aidan's recognises and is committed to its responsibility to work within the Haringey LA multi-agency safeguarding arrangements. The leadership team and DSL and DDSLs will work to establish strong and co-operative local relationships with professionals in the safeguarding partners and other agencies and sources of support in line with statutory guidance.

- The school recognises the importance of multi-agency and partnership working and is committed to working alongside all agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to Haringey LA processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

15. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2022) (or at the discretion of the Governing Body Annex A instead) which covers safeguarding information for all staff.

    o School leaders, including the DSL will read the entire document.
    o School leaders and all members of staff who work directly with children will also be expected to read Annex B within Keeping Children Safe in Education 2022.
    o All members of staff have signed to confirm that they have read and understood KCSIE. A record of this will be held in the Headteacher's safeguarding folder.

- **All** staff are expected to be aware of systems within their school which support safeguarding. This will be explained to them as part of staff induction and updated on a regular to ensure they are fully aware of current practice. This includes:

    o safeguarding and child protection policy, which should amongst other things also include the policy and procedures to deal with peer on peer abuse;
    o behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
    o staff behaviour policy (often known as code of conduct) – this should include low-level concerns, allegations against staff and whistle blowing
    o safeguarding response to children who go missing from education
    o role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

- The school aims to keep the profile and importance of safeguarding high. All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. Basic child protection taking will take place annually include online safety training.

- In addition, a range of other specific safeguarding issues have been prioritised by leaders as most pertinent to the school. This includes training in mental health and child on child abuse. All staff will receive regular safeguarding and child protection updates via the staff briefing and in meetings, to provide them with relevant skills and knowledge to safeguard children effectively.

- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training including in online safety, behaviour management and the staff code of conduct to ensure they are aware of the school internal safeguarding processes as part of their induction.

- All staff members (including volunteers, agency and third-party staff) will be made aware of the St. Aidan's expectations regarding safe and professional practice via the staff code of conduct and E safety policy.

- Staff will be encouraged to contribute to and shape St. Aidan's safeguarding arrangements and child protection policies: via input from knowledgeable and experienced staff, inviting input at staff meetings.

- The Headteacher will provide regular reports to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.

- Although the school has a nominated lead for the Governing Body, all members of the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

16. Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the code of conduct.

- Staff will be made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.

- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant St. Aidan's policies including E safety.

17. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

- St. Aidan's will provide appropriate supervision and support for all members of staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
  - All staff are supported by the DSL in their safeguarding role.
  - All members of staff have regular reviews of their own practice to ensure they improve over time.

- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

- St. Aidan's will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.

18. Online safety

- It is recognised by St. Aidan's that the use of technology presents challenges and risks to children and adults both inside and outside of school. As a school we will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. The school sees technology and its use permeating all aspects of school. Our integrated approach to online safety is set out in detail in:
  - E safety policy
  - Remote learning policy and
  - Threaded through other policies, including policies for positive behaviour and RSE/PSHE.

- The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:
  - **content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
  - **contact**: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
  - **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
  - **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.

- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.

- St. Aidan's uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems. All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

- St. Aidan's recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2022 and EYFS 2021, St Aidan's has appropriate policies in place

that are shared and understood by all members of the community. Further information regarding the specific approaches relating to this can be found in our e safety policy which can be found on the website.

- St. Aidan's will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place. St. Aidan's uses LGfL WebScreen internet filters, which when tested on 19th August 2021, passed the SWGfL filtering test, as is recommended as good practice by the UK Safer Internet Centre.

    o If learners or staff discover unsuitable sites or material, they are required to: Insert details of your procedure e.g. turn off monitor/screen, use a screen cover widget, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.
    o All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
    o Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff, as appropriate.
    o Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.
    o When implementing appropriate filtering and monitoring, St. Aidan's will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- St. Aidan's acknowledges that whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety.

    o Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
    o Learners internet use will be supervised by staff according to their age and ability.
    o Learners will be directed to use age appropriate online resources and tools by staff.

- St. Aidan's will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

- St. Aidan's will build a partnership approach to online safety and will support parents/carers to become aware and alert by regularly sharing details of online safety events and organisations which promote online safety for parents in Headlines and on the school website.

- St. Aidan's will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.

- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and positive behaviour.

    o Internal sanctions and/or support will be implemented as appropriate.
    o Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

19. Remote Learning

- St. Aidan's will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and agreed systems e.g. Google Classroom. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our remote learning policy and code of conduct. When delivering remote learning, staff will follow our policy and guidance for remote learning.

- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.

- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents /carers will be informed who from the school if their child is going to be interacting with online and who they contact in case they need help and/or support e.g. Learning Support Assistant.

- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

20. Safeguarding Children with Special Educational Needs and Disabilities or Health Issues

- St. Aidan's acknowledges that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These children may have an impaired capacity to resist or avoid abuse both offline and online and face additional barriers in recognising abuse and neglect. These can include:
    - o assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
    - o these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
    - o the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and
    - o communication barriers and difficulties in managing or reporting these challenges.
    - o cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionally impacted by safeguarding concerns, such as bullying and exploitation.

- Children with communication difficulties will be supported to ensure that their voice is heard and acted upon.

- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities. Details of support and provision can be found in the school's SEND policy and annual report.

- The DSL (or deputy) will work closely with the SENCo to share information and plan support and monitor as required.

21. Mental health and children requiring mental health support

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are made aware of how children's experiences, can impact on their mental health, behaviour and education. Staff will be given regular training in mental health issues and how to recognise when child's mental health may be at risk.

- The school has appointed a lead for mental health, who has been/is being trained to have the knowledge and skills to promote and lead on wellbeing and mental health across the school.

- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are expected to be vigilant at all times and if they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

- The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying.

- The school has in place a range of ways to support children's mental health both within and beyond the school. To support children's mental health, the school has a mental health first aider, emotional literacy support assistants and a school counsellor.

22. Children in need of a social worker (Child in Need and Child Protection Plans)

- The school recognises that pupils may need a social worker due to safeguarding or welfare needs and that children may need help due to abuse. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

- The DSL and all members of staff will work with and support social workers to help protect these and all vulnerable pupils. The DSL will always consider the support of the social worker to ensure any decisions are made in the best interests of the child' safety, well-being, welfare and educational outcomes.

23. Looked after children, previously looked after children and care leavers

- St. Aidan's will ensure that our staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe.

- The DSL has details of students' social worker and relevant virtual school heads. Appropriate staff are provided with relevant information about each looked after child's legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.

- The school has appointed a designated teacher who is responsible for promoting the educational achievement of looked-after and previously looked-after children in line with statutory guidance. The designated teacher will have the relevant qualifications and experience and receive appropriate training to perform the role. The designated teacher will:
    o Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
    o Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium funding can be best used to ensure each child's well-being and progress. This includes (from June 2021) a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

- The DSL and designated lead for looked after children will work with the local authority to ensure suitable arrangements are in place for care leavers, including with the appoint Personal Adviser, and will liaise with them should any issues occur.

24. Children that go missing from education (CME)

- Persistent absence or children that go missing from education can act as a vital warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or student criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage

- The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils. This includes 'first day' calls, follow up calls, letters home and home visits.

- The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, well-being and safety of pupils. The school will hold more than one emergency number for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the well-being of a pupil.

- The school is aware of its duty to report any missing children to the local authority. Full details of these systems for monitoring and supporting children with poor attendance and how the school follows statutory advice in removing pupils from the school roll can be found in the school's attendance policy.

25. Child on Child Abuse

- All members of staff at St. Aidan's recognise that children can abuse their peers. This can happen both in and out of school and online. We believe that no form of abuse can be tolerated. All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.

- All staff should understand the following aspects of child on child abuse and be clear about the school's approach:
    o that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy).
    o the importance of challenging inappropriate behaviour between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
    o that some child on child abuse issues may be affected by gender, age, ability and culture of those involved.
    o that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.

- In line with KCSIE 2022 the school recognises that child on child abuse is likely to include, but may not be limited to:•
    o bullying (including cyberbullying, prejudice-based and discriminatory bullying)
    o sexual violence
    o sexual harassment
    o upskirting

- o consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Paragraph 35 fully details the types and forms that child on child abuse can take that staff should be aware of and can be found in Appendix 5 of this policy.

When responding to concerns relating to child on child sexual violence or harassment, St. Aidan's will follow guidance outlined in KCSIE 2022 Part 5 and 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges' September 2021.

- St. Aidan's recognises consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSL (or deputy). The school will follow DfE Searching Screening and Confiscation Advice and UKCIS Education Group Sharing nudes and semi-nudes advice for education settings.

- The school has procedures in place for responding to and dealing with incidents of child on child abuse in appendix 5 of this policy.

26.   Children who are lesbian, gay, bi, or trans (LGBT)
- A child or a young person within St Aidan's may be LGBT. The school acknowledges that this in itself is not an inherent risk factor for harm. However, the school recognises that children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

- LGBT inclusion is part of the school's Relationships Education, Relationship and Sex Education and Health Education curriculum.

27.   Gangs, County Lines, Serious violence, Crime and Exploitation
- St. Aidan's recognises the impact of gangs, county lines, serious violence, crime and sexual exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.

- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively (see further information in Appendix 2):
    - o unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
    - o children who go missing for periods of time or regularly come home late
    - o children who regularly miss school or education or do not take part in education
    - o change in friendships/relationships with others/groups
    - o children who associate with other young people involved in exploitation
    - o children who suffer from changes in emotional well-being
    - o significant decline in performance
    - o signs of self-harm/significant change in wellbeing
    - o signs of assault/unexplained injuries.

28.   Female genital mutilation (FGM)
- All staff are made aware of the issues around FGM, so-called 'honour'-based abuse and forced marriage, as well as the signs and symptoms, the actions they must take and the MANDATORY duty to reporting any concerns to the Police.

- 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. If a teacher or member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out (or maybe carried out) on a girl under the age of18, the teacher/member of staff **must** report this to the police. See Appendix B for further details of this so-called 'honour'-based abuse and forced marriage. KCSIE 2022 refers only to teachers, but at St. Aidan's, staff in a range of roles provide support to pupils – so this is a responsibility for all members of staff.

29. Preventing radicalisation
- Children are vulnerable to extremist ideology and radicalisation Schools have a duty to prevent pupils from being drawn into terrorism. Appendix 2 sets more details for staff on preventing radicalisation.

- The DSL will undertake Prevent awareness training and make sure that staff are appropriately trained to equip them to identify and protect any pupils at risk of radicalisation.

- The DSL (and any deputies) are aware of local procedures for making a Prevent and Channel referral which is seen as part of the school's wider safeguarding obligations.

- The DSL will ensure a detailed Prevent risk assessment is undertaken and reviewed at least annually. This includes the risks posed by pupils' access to the internet and social media and the school's mitigating actions, such a monitoring and filtering internet use.

30. Use of reasonable force

- The school has in place a policy for the use of reasonable force which enables and supports staff to make appropriate physical contact and use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. This follows DfE guidance in the set of reasonable force, and includes the school's:

  o response to risks presented by incidents involving children with additional vulnerability - SEND, mental health or with medical conditions,
  o duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty
  o positive and proactive behaviour support to reduce the occurrence of challenging behaviour and the need to use reasonable force.

31. Curriculum – Opportunities to teach safeguarding

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. This is a crucial part of preventative education.

- St Aidan's has put in place a whole school approach to helping pupils understand how to keep themselves safe. This aims to prepare pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

- St. Aidan's ensures that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This is set out in detail in our Curriculum, PSHE and RSE policy and E safety policy. The school makes use of published guidance to develop and deliver this provision, including for RSE, PSHE, and teaching online safety.

- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.

- The school recognises that one size does not fit all and takes a personalised and contextualised approach for more vulnerable children, victims of abuse and some SEND children, so they know how to assess risk and adopt safe practices.

- The school has implemented the mandatory DfE Relationships Education, Relationships and Sex and Health Education curriculum. The school is embedding this into all aspects of the curriculum to ensure equality, age-appropriate and full experiences for all pupils. Further details are given in our PSHE and RSE policy.

- Our school systems support children to talk to about their concerns and worries with confidence in the knowledge they will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

.

32. Alternative provision

- The school may place pupils in alternative provision either on a full or part time basis. The school recognises the additional vulnerabilities of these pupils and that the responsibility for their safeguarding remains with the school. The school will put in place checks to ensure the provider meets the needs of each pupil and there is regular communication on their welfare, well-being and safety.

- This also applies to children who cannot attend school for health reasons, and will be considered on a case by case basis.

33. Elective home education

If a parent/carer wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include

discussion with parents (and other professionals), awareness of additional needs of child with SEND and/or social worker, and informing the LA.

34. Private fostering and host families

- Private fostering is defined as when someone who is not a parent or a 'close relative' (e.g. great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home. A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent. The school is aware of its duty to report to LA of any such arrangements the school learns about.

- If the school makes arrangements for pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. for example, as part of a foreign exchange visit or sports tour. This is often described as 'homestay' arrangements. The school will follow the guidance set out in Annex E of KCSIE.

35. Safer Recruitment

- St. Aidan's is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers, this includes agency staff, contractors and third party staff) who are safe to work with our learners and staff.

- St. Aidan's will follow the guidance in Keeping Children Safe in Education 2022 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS) as a maintained school.

- The Governing Body and leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.

- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

- The Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

- St. Aidan's is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

- We expect all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Any staff member failing to make accurate declarations or misrepresenting themselves in any way will be subject to the school's disciplinary policy.

- We will ensure that all staff and volunteers have read the staff code of conduct and understand that their behaviour and practice must be in line with it.

- The full policy is provided in Appendix 3 of this policy.

36. Concerns and allegations against members of staff and adults in the school

- St. Aidan's recognises that it is possible for any member of staff or adult working on behalf of the school, including volunteers, governors, contractors, agency and third party staff (including supply teachers), visitors and contractors, to behave in a way that:
    - o indicates they have harmed a child, or may have harmed a child;
    - o means they have committed a criminal offence against or related to a child;
    - o behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
    - o behaved or may have behaved in a way that indicates they may not be suitable to work with children.

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider Whistle blowing - see section below.

- Allegations should be referred immediately to the Headteacher who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

- In the event of allegations of abuse being made against the Headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.

- The school's procedures are consistent with local safeguarding procedures and practice guidance and are detailed in Appendix 4. In line with KCSIE 2022, we have a policy and procedures in place that covers:

- o Allegations that may meet the harms threshold
- o Concerns that do not meet the harm threshold

- o behaved in a way that has harmed a child, or may have harmed a child and/or
- o possibly committed a criminal offence against or related to a child, and/or
- o behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- o behaved or may have behaved in a way that indicates they may not be suitable to work with children

Duty to refer to the Disclosure and Barring Service
- St. Aidan's has a legal requirement to refer to the Disclosure and Barring Service (DBS) where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

  - o engaged in relevant conduct in relation to children and/or adults,
  - o satisfied the harm test in relation to children and/or vulnerable adults; or
  - o been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

- Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.

- When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.

- The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

Duty to consider referral to the Teaching Regulation Agency
- If the school or teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will **be** given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

- The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

37. Whistle blowing
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrong-doing and be secure that such concerns will always be taken seriously by the leadership team. Wrong-doing covered by this 'public interest disclosure' includes:

  - o someone's health and safety is in danger;
  - o damage to the environment
  - o a criminal offence (eg fraud)
  - o not obeying the law;
  - o covering up wrong-doing
  - o misusing public funds
  - o actions that negatively affect the welfare of children

- All members of staff are made aware of the St. Aidan's Whistleblowing policy, which is available on our website. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

- The DfE provides advice to staff who feel they need to raise concerns: Whistleblowing procedure for maintained schools Whistleblowing procedure for maintained schools - GOV.UK (www.gov.uk) and Whistleblowing Whistleblowing for employees - GOV.UK (www.gov.uk).

- Staff should raise concerns with

  - o Line Manger
  - o Specified person (or governor) in school such as the headteacher or DSL
  - o Local Authority
  - o Union or Professional Association

- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

38. The use of premises by other organisations

- Where services or activities are provided under the direct supervision/management of staff the school arrangements for child protection will apply.

- Where services or activities are provided separately by another body using school premises, the Headteacher and Governing Body will:

    o seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
    o put in place arrangements for the organisation to liaise with the school on safeguarding matters
    o include safeguarding requirements in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. If this assurance is not achieved, an application to use premises will be refused.
    o These arrangements apply regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

39. Site security and arrangements for visitors

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within in paragraphs 281-286 of KCSIE 2022. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be provided with a leaflet outlining the school's safeguarding and child protection arrangements. All visitors are expected to follow these school arrangements.

- The headteacher will use their professional judgement to decide on access arrangements and if a visitor should be supervised and/or escorted.

- The school will give careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required (eg for multiple sessions).

- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

40. Complaints

- The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found on the school website.

- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under Appendix 5 or this policy.

41. Policy Monitoring and Review

- This policy will be reviewed at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. Staff will be informed of any changes made.

- The DSL and deputy DSL meet fortnightly to review all safeguarding cases and check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans. Classroom staff meet weekly to check and review any emerging patterns which may suggest a safeguarding concern, issues may include attendance, behaviour, peer relationships and concerns raised by staff.

- The Designated Safeguarding Lead will provide regular reporting on safeguarding activity and systems to the Governing Body. The Governing Body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.

- The Governing Body understands its responsibilities and duties as set out in KCSIE 2022 to ensure the effectiveness of the school's safeguarding arrangements including online safety. In addition to the regular reports on safeguarding provided by the DSL, governors will take a proactive varied approach to checking the school's safeguarding arrangements. This will include: meetings with the DSL, visits to school,

ascertaining the views of staff, pupils and parents through discussions and surveys, use of an audit tool, termly checks of the SCR, review of school data and use of an external consultant.

Appendix 1: Categories of Abuse

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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.

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.

Signs that MAY INDICATE physical abuse
- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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.

Signs that MAY INDICATE emotional abuse
- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Signs that MAY INDICATE Sexual Abuse
- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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.

Signs that MAY INDICATE neglect.
- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Specific safeguarding issues (KCSIE Annex B)

This text is taken from Annex B of KCSIE which contains further important additional information about specific forms of abuse and safeguarding issues.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

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, 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 can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse 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. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:
- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;

- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.
CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:
- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:
- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk**)**

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;
- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;

📧 denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
•making, supplying or obtaining malware (malicious software) such as viruses,spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing 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. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Operation Encompass Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional 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.
- Safe lives: young people and domestic abuse.
- Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk)(includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

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 into 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 social care will be the lead agency for these children 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: here.

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

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. 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 HBA 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 HBA, or already having suffered HBA.

Actions If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) 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**128 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 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 may 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. 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. Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

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 perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 32-36 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@fcdo.gov.uk.

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing apolitical, religious or ideological cause.

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 or the internet) and settings (such as within the home).

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 Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.
drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

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 regard133 to the need to prevent people from being drawn into terrorism". 134 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 in schools 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 childcare). Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance.

Additional support

The Department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support. The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.

- Prevent referrals e-learning supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.

- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Peer on peer/child on child abuse

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It **can** happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This **can** include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

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 from primary to secondary stage and into colleges. It can also occur online. 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 and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a

continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:
- challenging inappropriate behaviours;
- 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 physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, 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 and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003135 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.

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. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? 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. Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent
- the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. 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 sexual harassment and/or sexual violence. It may include:
    - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. UKCIS Sharing nudes and semi-nudes: As set out in advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
    - sharing of unwanted explicit content;
    - upskirting (is a criminal offence;
    - sexualised online bullying
    - unwanted sexual comments and messages, including, on social media;
    - sexual exploitation; coercion and threats.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. 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.

See Appendix 5 for sources of further advice and information.

Appendix 3: Safer recruitment

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children

- That safeguarding checks will be undertaken

- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)

- Note that CVs will not be accepted without an accompanying completed application form.

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them

- Explore all potential concerns

- <mark>Consider carrying out an online search (of shortlisted candidates) as part of due diligence - to help identify any incidents or issues that have happened, and are publicly available online</mark>

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:

    o   If they have a criminal history

    o   Whether they are included on the barred list

    o   Whether they are prohibited from teaching

    o   Information about any criminal offences committed in any country in line with the law as applicable in England and Wales

    o   Any relevant overseas information

- Sign a declaration confirming the information they have provided is true

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references

- Liaise directly with referees and verify any information contained within references with the referees

- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations

- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed

- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children

- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate

- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this

- Explore any potential areas of concern to determine the candidate's suitability to work with children

- Record all information considered and decisions made

Pre-appointment vetting checks

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

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:
- Verify their identity

- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the

certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken

- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
  - For all staff, including teaching positions: criminal records checks for overseas applicants
  - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

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

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:
- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

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

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:
- An enhanced DBS check with barred list information for contractors engaging in regulated activity

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

We will obtain the DBS check for self-employed contractors.
We will not keep copies of such checks for longer than 6 months.
Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
We will check the identity of all contractors and their staff on arrival at the school. For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

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

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:
- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

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

- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information.
They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

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

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.
We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 4: Allegations of abuse made against staff

Section 1: allegations that may meet the harms threshold

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

- Behaved in a way that has harmed a child, or may have harmed a child, and/or

- Possibly committed a criminal offence against or related to a child, and/or

- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.
Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned

- Providing an assistant to be present when the individual has contact with children

- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority.

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation

- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation

- **False:** there is sufficient evidence to disprove the allegation

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

- **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:
- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below

- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care

- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)

- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

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

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome

- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation

- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required

- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

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

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week

- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days

- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution
The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated
If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension
If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports
If a report is:
- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations
If an allegation is:
- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared

- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality

- What, if any, information can be reasonably given to the wider community to reduce speculation

- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation

- Details of how the allegation was followed up and resolved

- Notes of any action taken, decisions reached and the outcome

- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:
- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious

- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff

- The duration of the suspension

- Whether or not the suspension was justified

- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.
Concerns may arise through, for example:

- Suspicion

- Complaint

- Disclosure made by a child, parent or other adult within or outside the school

- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

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

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**

- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly friendly with children

- Having favourites

- Taking photographs of children on their mobile phone

- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door

- Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others

- Empowering staff to share any low-level concerns as per section 7.7 of this policy

- Empowering staff to self-refer

- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage

- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised

- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously

- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct.

Record keeping

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

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR

Developed by AJC Education on behalf of HEP

- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority

- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or

- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 5: Child on Child abuse

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.
We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.
Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence

- Could put pupils in the school at risk

- Is violent

- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

- The DSL will contact the children and adolescent mental health services (CAMHS)if or other agencies, if appropriate

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

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

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensure pupils are able to easily and confidently report abuse using our reporting systems

- Ensure staff reassure victims that they are being taken seriously

- Ensure staff are trained to understand:

  o How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

  o That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"

  o That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

    ⌒ Children can show signs or act in ways they hope adults will notice and react to

    ⌒ A friend may make a report

    ⌒ A member of staff may overhear a conversation

      A child's behaviour might indicate that something is wrong

- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation

- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

- The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it

- That they should speak to the DSL if they have any concerns

Sharing of nudes and semi-nudes ('sexting')

This is a suggested approach based on guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders.

Your responsibilities when responding to an incident
If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.
You must **not**:
- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

- Delete the imagery or ask the pupil to delete it

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting
Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:
- Whether there is an immediate risk to pupil(s)

- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)

- What further information is required to decide on the best response

- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images or videos from devices or online services

- Any relevant facts about the pupils involved which would influence risk assessment

- If there is a need to contact another school, college, setting or individual

- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:
- The incident involves an adult

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

- The imagery involves sexual acts and any pupil in the images or videos is under 13

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

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

Informing parents/carers
The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police
If it is necessary to refer an incident to the police, this will be done via 101.

Recording incidents
All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. T

Curriculum coverage
Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes.

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.
We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.
To achieve this, we will:

- Put systems in place for pupils to confidently report abuse

- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils

- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Appendix 6: Sources of support and advice

The following links are sources of further advice and support for school staff, volunteers, governors and parents/carers. Additional links can be found throughout KCSIE 2022, and in Annex B (specific issues).

Support for staff
- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- DfE: Whistleblowing for employees - GOV.UK (www.gov.uk)
- DfE: The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number: Report child abuse to a local council - GOV.UK (www.gov.uk)
- NSPCC: Safeguarding children and child protection | NSPCC Learning

Support for Learners
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

Support for adults
- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Personal, social and health education and Relationships and sex education
- DfE: Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- DfE: Plan your relationships, sex and health curriculum - GOV.UK (www.gov.uk)
- DfE: Engaging parents with relationships education policy - GOV.UK (www.gov.uk)
- PSHE Association: Home | www.pshe-association.org.uk

Covid and remote learning
- DfE safeguarding and remote learning is available: Safeguarding and remote education during coronavirus (COVID-19) - GOV.UK (www.gov.uk)
- The Education People: Safer Remote Learning during COVID-19: Information for School Leaders and DSLs | The Education People
- DfE: Education recovery support - GOV.UK (www.gov.uk)

Domestic Abuse
- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Honour Based Abuse and FGM
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:
- Contextual Safeguarding Network: https://contextualsafeguarding.org.uk
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: https://rapecrisis.org.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Serious violence, gangs, county lines child exploitation
- Home Office: Advice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)
- DfE: Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk)
- Home Office: Serious Violence Strategy - GOV.UK (www.gov.uk)

Substance Misuse
- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Mental Health
- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- PHSE Rsie above resources and lesson plans: Mental wellbeing | Overview | PHE School Zone
- DfE: Mental health and behaviour in schools - GOV.UK (www.gov.uk)

Online Safety
- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: Social media and online safety | NSPCC Learning
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' Education for a Connected World - GOV.UK (www.gov.uk)
- DfE '*Teaching online safety in school'* guidance**.** Teaching online safety in schools - GOV.UK (www.gov.uk)
- UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Radicalisation and hate
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk