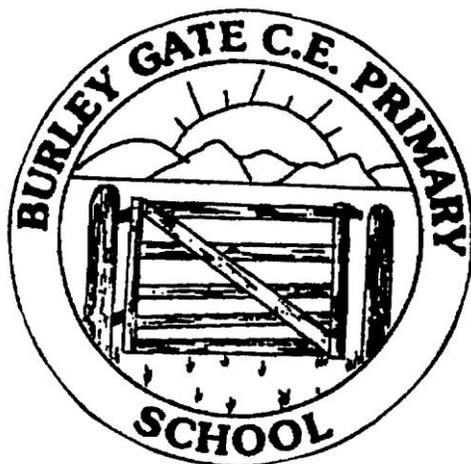


Burley Gate C E Primary School



Child Protection and Safeguarding Policy

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Designated Safeguarding Lead – Mrs E Alty

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Herefordshire Safeguarding Board Manual @

www.herefordshire.gov.uk/hscb_SafeguardingChildrenProcedures

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1. Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18.

For the purposes of this policy, “**safeguarding and protecting the welfare of children**” is defined as:

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

For the purposes of this policy, the term “**harmful sexual behaviour**” includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DfE’s guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’ (2017), and for the purposes of this policy, the term “**sexual harassment**” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term “**sexual violence**” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

The term “**teaching role**” is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

2. Legal framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)

Sexual Offences Act 2003

- General Data Protection Regulation (GDPR)

Statutory guidance

- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2015) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Keeping children safe in education'
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

Other relevant school policies include:

[Children Missing Education Policy](#)

[Behavioural Policy](#)

[Whistleblowing Policy](#)

[Anti-Bullying Policy](#)

[Exclusion Policy](#)

[Safer Recruitment Policy](#)

[Safeguarding Policy](#)

Safeguarding and promoting the welfare of children is defined in the Children Act 1989 and 2004 as;

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

This policy has been developed in accordance with the statutory guidance provided by "Keeping Children Safe in Education September 2019" and "Working Together to Safeguard Children 2015" and "What to do if you are worried a child is being abused 2015" and the Government's Prevent agenda. It also takes note of guidance from the Herefordshire Safeguarding Children's Board.

Confidentiality

All incidents relating to child protection will be dealt with in strictest confidence and information will be shared with staff on a need to know basis. We will always undertake to share our intention to refer a child to social care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Herefordshire Multi Agency Safeguarding Hub (MASH.)

3.Introduction

Burley Gate C E Primary School fully recognises its responsibilities for child protection and the contribution it can make to protect children and support pupils in school. We recognise that **all** adults including staff, volunteers and governors have a full and active part to play in protecting our pupils from harm and have a responsibility to do so. The pupils' welfare is of paramount importance.

This policy applies to all staff, governors and visitors to the school.

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body should seek assurance that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

It is the Governing Body's duty to ensure the policy is reviewed annually and any deficiencies within the Policy addressed immediately. Certain Governors and all staff have appropriate child protection training, which is updated at every year.

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff endeavour to build positive relationships with children and parents so they are able to approach staff about any concerns and will see school as a safe place when there are difficulties at home or outside of school. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of harm. The school will, therefore:

- Establish and maintain an environment where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Equip children to make informed choices and decisions;
- Promote children's self-esteem;
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies especially the police and social care;
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including DBS checks;
- Provide training for parents, children and staff on staying safe on the internet.

We will follow the procedures set out by Herefordshire safeguarding board and take account of guidance issued by the DFE:

- Ensure we have a lead designated manager for Child protection and a deputy manager for child protection who receive appropriate training and support for their role (2 years.) All other staff to have safeguarding training annually.
- Ensure we have a nominated governor responsible for Child Protection. Ensure every member of staff, (including temporary, supply staff and volunteers) and members of the governing body know who the designated senior manager for child protection is.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated manager responsible for child protection.
- Enhanced DBS checks are in place for all Governors, and volunteers.
- We ensure that at least one member of an interviewing panel has Safer Recruitment Training.
- All members of staff and volunteers are provided with child protection awareness information at induction.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns.
- Our school promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Government guidance on radicalisation is followed.
- Ensure that all staff and volunteers working are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.
- Ensure shortlisted staff complete a Declaration Form.

4. Roles and Responsibilities

4.1 The responsibilities of the Designated Safeguarding Lead

(See Annex B from Keeping Children Safe in Education September 2019)

- Refer all cases of suspected abuse to children's social care services (CSCS), the LA designated officer (LADO) for child protection concerns and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.

- Keep cases of early help under constant review and refer them to the MASH if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.
- Hold the details of the LA personal advisor and liaise with them as necessary.
- The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- **NB.** The school will determine what "available" means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype

Managing Referrals

- Refer cases of suspected abuse or allegations to MASH Team;
- Refer cases to the Channel Programme where appropriate.
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguarding Children September 2018.'
- Act as a source of support, advice and expertise within the school when deciding whether to make a referral.

Initiate in liaison with the SEND Coordinator an Early Help Assessment when appropriate.

To recognise how to identify signs of **abuse (Appendix 1)** and when it is appropriate to make a referral;

- To identify those at risk of radicalisation, of being drawn into terrorism, including support of extremist ideas that are part of terrorist ideology.

- To keep detailed, accurate and secure written records of referrals/concerns that are separate from pupil records;
- Liaise with other agencies and professionals, ensuring they or other members of staff attend case conferences, core group meetings, MAG Meetings and prepare reports as requested.
- Ensure that any pupil currently with a Child Protection Plan who is absent without explanation for two days is referred to their Social Worker.

Training

- The Designated Safeguarding Lead should undergo Child Protection Training every two years. The DSL undertakes Prevent Awareness Training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Ensure each member of staff has access to and understands the school's safeguarding policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff members undergo Child Protection Training which is updated regularly in line with advice from Safeguarding Children and Young People in Herefordshire.
- Ensure all staff are trained at the appropriate level and are able to recognise and report any concerns immediately they arise.
- Obtain access to resources and attend any relevant or refresher training courses.

Raising Awareness

- Ensure the establishment's safeguarding policy is updated and reviewed annually, and work with the governing body regarding this;
- Where children leave the establishment, ensure their child protection file/notes are copied for the new establishment as soon as possible, but transferred separately from the main pupil file.

4.2 The Role of the Head Teacher

The Head Teacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- All parents will be advised of the policy on admission and of our professional duty to refer concerns to partner agencies;
- Sufficient resources and time are allocated to enable the Designated Person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
- Staff affected adversely following their intervention will receive appropriate support.

- As the Head teacher is currently the Deputy Designated teacher for Child Protection her role currently includes both roles.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the Keeping Children Safe in Education (KCSIE) (2019) guidance, Behavioural Policy, the safeguarding response to children who go missing from education, online safety training, and the identity of the DSL and any deputies.
- Ensure that children absent for 10 days with no reason are reported to the LA as CME.
- Ensure that the LA is informed of any Private Fostering arrangements they are aware of.

Definition of Private Fostering:

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

- Ensure that a minimum of two contact numbers are held for each child.

4.3 The Role of All Staff

All staff to have read and signed to say they are aware of the guidance set out in ‘Keeping Children Safe in Education’ September 2019 and ‘The Prevent Duty.’

- All staff are responsible for responding to concerns about the welfare of children.
- All staff can make a referral to MASH.
- Monitor the children in their care.
- To promptly share concerns with the designated safeguarding lead in writing via MyConcern.
- To record accurately and immediately detailed information if a child discloses. (See Guidelines for Staff)
- To provide a safe environment in which all children can learn.
- **Teaching staff are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.**
- All staff must be aware of peer on peer abuse and the school’s policy (see Appendix 6.)
- All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

4.4 The Role of the Governing Body

All members of the Governing Body understand and fulfil their responsibilities with regard to child protection. To this end, they will ensure that:

- The school has effective policies and procedures in place in accordance with statutory guidance and will monitor the school's compliance with them;
- The school has procedures in place to deal with allegations against members of staff and volunteers. Such allegations will be referred to the Local Authority Designated Officer (LADO). In consultation with the LADO a referral to the Disclosure and Barring Service will be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- A senior member of staff has lead designated Child Protection Officer responsibility;
- There is an individual member of the governing body responsible for safeguarding issues within the school, who liaises with the Head teacher about them, and provide information and reports to the governing body where necessary. However, it is not usually appropriate for that person to take the lead in dealing with allegations of abuse made against the Head teacher;
- In addition to basic safeguarding training, the designated person undertakes training in inter-agency working that is provided by, or to standards agreed by, the Local Safeguarding Children Board and refresher training, to keep their knowledge and skills up-to-date, and provide advice and support to other staff;
- The Head teacher, and all other staff who work with children, undertake training which is kept up-to-date.
- Temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding and their responsibilities;
- The school follows safer recruitment procedures and ensure that there is at least one member of the interviewing panel with safer recruiting training.
- There is a designated teacher to promote the educational achievement of children who are looked after and to ensure that person has appropriate training;
- There are procedures in place to handle allegations against other children;
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).

Neither the governing body, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff). Members of the governing body undertake training about safeguarding children to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

5 Allegations Against Teachers and Other Staff

- All staff should take care not to place themselves in a vulnerable position with a child.

- In the event of an allegation is made or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information will immediately inform the Headteacher or Chair of Governors who will discuss the allegation with the LADO.
- If the allegation concerns the Headteacher, the member of staff will immediately inform the Chair of Governors who will consult the LADO without notifying the Headteacher first.
- The school will follow the Herefordshire Safeguarding Children Board's procedures for managing allegations against staff and will follow the guidance set out in 'Keeping Children Safe in Education 2019' and are aware of the Safeguarding and Vulnerable Groups Act 2006, Section 38.
- If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).
- Where an allegation is substantiated and the individual is dismissed or resigns, the school will consider referring the matter to the Teaching Regulation Agency (TRA) for consideration for a prohibition order.
- If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.

6 .Procedures

6.1 Records and Monitoring

All children are monitored as part of our commitment to ensure children are safe at school and at home. Concerns will be discussed with the Designated Safeguarding Lead and Children of Concern are on the agenda for every staff meeting, to give staff the opportunity to raise issues and to make all staff aware. Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within our school. The Head Teacher is responsible for such records and for deciding at what point these records should be passed over to other agencies. Child Protection records are held separately from a child's school file and in secure storage.

6.2 Referral

The school follows the Herefordshire Levels of Need Threshold Guidance. Where it is believed a child may be suffering, or at risk of suffering **significant harm** (See appendix 5), or if a combination of factors, a disclosure made by a child or adult or an isolated event causes a raised level of concern, DSL will follow the Herefordshire Safeguarding Board Child Protection procedures. The DSL understands when it is appropriate to make a referral to the Channel Programme.

Further information can be found on the West Midlands Safeguarding Children Procedures: www.westmidlands.procedures.org.uk

7. Opportunities to Teach Safeguarding

The school recognises their responsibility to teach children about how to keep themselves safe, including online. As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

The curriculum covers safeguarding themes in personal social and health education where discussions of relevant issues take place. Topics include such themes as drugs, sex and relationships, stranger danger and internet safety.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

The school will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's policy. However, we are careful that "over 24 blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

8. Use of Mobile phones and cameras

Mobile phones are not permitted to be used in classrooms when the children are present in the classroom.

Personal mobiles, cameras or video recorders cannot be used to record classroom activities ONLY school property can be used for this.

Photographs and recordings can only be transferred to, and stored on a school computer to be printed.

All telephone contact with parents will be done on the school phone. During group outings, nominated staff will have access to the school mobile, which is to be used for emergency purposes only. Children are only allowed to bring mobile phones to school for emergency purposes and these must be handed in and kept in the school office.

9. Peer on Peer Abuse

Allegations of abuse against other pupils (peer-on-peer abuse.)

The school recognises that children are capable of abusing their peers. Children are monitored in school and all are taught to report any incidents of concern through their 'trusted adult' in school. Any reported incidences are dealt with sensitivity for all involved. See Appendix 6.

10. Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy, will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to MASH.

The school has identified the following contextual issues:

- Domestic abuse
- Rural isolation leading to drug and /or alcohol addiction
- Neglect due to poverty (rural deprivation)
- Complex family arrangements due to relationship breakdown between parents.

11. Vulnerable Groups

Children with SEN and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing signs; and
- Communication barriers and difficulties in overcoming these barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

Other vulnerable groups to consider who may be at a higher risk from Safeguarding incidents are those children who have parents in prison, or are affected by homelessness.

12 . Preventing radicalisation

- Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.
- The school will actively assess the risk of pupils being drawn into terrorism.
- Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

- Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.
- The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.
- Any concerns over radicalisation will be discussed with a child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

12.1 Training

- The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

12.2 Risk indicators

- Indicators of an identity crisis:
 - Distancing themselves from their cultural/religious heritage
 - Uncomfortable with their place in society
- Indicators of a personal crisis:
 - Family tensions
 - A sense of isolation
 - Low self-esteem
 - Disassociation from existing friendship groups
 - Searching for answers to questions about identity, faith and belonging
- Indicators of vulnerability through personal circumstances:
 - Migration
 - Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination
- Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
 - Experiences of dealing with the police
 - Involvement with criminal groups

12.3 Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?

- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?
- Critical indicators include where the pupil is:
 - In contact with extremist recruiters.
 - Articulating support for extremist causes or leaders.
 - Accessing extremist websites.
 - Possessing extremist literature.
 - Using extremist narratives and a global ideology to explain personal disadvantage.
 - Justifying the use of violence to solve societal issues.
 - Joining extremist organisations.
 - Making significant changes to their appearance and/or behaviour.
- Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.
- The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

12.4 Channel programme

- Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.
- In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.
- The DSL will also support any staff making referrals to the Channel programme.
- The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.
- The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.
- The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from MASH, or where the individual is already known to MASH.

12.5 Building children's resilience

- The school will:
 - Provide a safe environment for debating controversial issues.
 - Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
 - Allow pupils time to explore sensitive and controversial issues.
 - Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
 - Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
 - Teach pupils about how democracy, government and law making/enforcement occur.
 - Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

12.6 Resources

- The school will utilise the following resources:
 - Local safeguarding arrangements
 - Local police (contacted via 101 for non-emergencies)
 - The DfE's dedicated helpline (020 7340 7264)
 - The Channel awareness programme
 - The [Educate Against Hate](#) website
 - The NSPCC's helpline (0808 800 5000)

13. A child missing from education

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.

The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

13.1 Admissions register

The school will ensure that the admissions register is kept up-to-date and accurate at all times.

Two emergency contact details will be held for each pupil where possible.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the correct procedure is followed:

- Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.

- In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.

Appendix 1

Types of abuse and neglect

(Taken from 'Keeping Children Safe in Education 2019')

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

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.

Possible Signs of Physical Abuse

- Unexplained injuries or burns
- Untreated injuries
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Self-destructive tendencies
-

Burns and Scalds, be suspicious of:

- Clear outlines (e.g. sock and glove effect)
- Burns of uniform depth covering large area
- Splash marks above main scald (throwing of hot liquid)
- Small round burns
- Friction burns (especially in very young children)

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 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.

Possible Signs of Emotional Abuse

- Significance in relation to all abuse
- Over-reaction to mistakes
- Behaviour such as rocking, hair twisting, thumb sucking
- Extremes of passivity or aggression
- Low self-esteem and lack of confidence
- Withdrawn

Further guidance on **Domestic abuse** can be found:

- Safe Lives: young people and domestic abuse

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

- NSPCC: UK domestic-abuse signs symptoms effects
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>
- Refuge: what is domestic violence/effects of domestic violence on children
<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. (Peer on Peer Abuse – see Appendix 6.)

Possible Signs of Sexual Abuse

- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance at school
- Regression e.g. to bedwetting , soiling
- Poor self esteem
- Psychosomatic symptoms e.g. headaches, abdominal pain
- Self-mutilation
- Confusion of affection with sexual behaviour
- Promiscuity
- Eating disorders

- Sleep disturbance
- Withdrawal and depression
- Running away

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 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.

Possible Signs of Neglect

- Failure by parents/carers to meet the basic essential needs, e.g. adequate food, warmth, clothes, hygiene and medical care.
- Child seems to be listless, apathetic, unresponsive with no apparent medical cause.
- Short stature and underweight for chronological age
- Cold skin, mottled pink or purple
- Swollen limbs with pitted sores which are slow to heal
- Constant hunger
- Dry, sparse hair
- Unresponsive
- Stays frozen in one position for unnaturally long time

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Child sexual exploitation (CSE) – see also below
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – see also below
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting (See UKCCIS Guidance)
- Teenage relationship abuse
- Trafficking

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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

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

Further Information on FGM

Staff should be aware of the risk of female genital mutilation. There is a mandatory reporting duty for staff regarding FGM which requires teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police.

'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place are

- The most significant risk factor for FGM is coming from a community that is known to practise it. Girls are also at risk if they have a mother, sister or member of the extended family who has been subjected to FGM (HM Government, 2011).
- A girl who is at imminent risk of being subjected to FGM may be taken back to her family's country of origin at the beginning of the long summer holiday. This allows time for her to heal from the procedure before returning to the UK. Teachers should

be alert to a girl talking about a planned visit to her family's country of origin, especially if she mentions a special occasion when she will 'become a woman'. She may be heard talking about FGM to other children, or she may ask a teacher or other adult for help if she suspects she is at immediate risk.

- Another warning sign could be the arrival in the UK of an older female relative visiting from the country of origin who may perform FGM on children in the family (HM Government, 2011). Children in this situation may also run away from home or truant (Khalifa, 2013).
- Teachers should also be aware of girls who ask to be excused from PE or swimming classes and who spend long periods of time in the bathroom (Khalifa, 2013).
- **Further information on Preventing Radicalisation**
- The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which came into force in 2015.
- The Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. School staff must co-operate with Channel panels and with the police in undertaking the initial assessment as to whether a referral is appropriate. All staff have access to and must watch the channel training video for further information.
- Miss Donald is the PREVENT lead.

Appendix 2

Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

Homestay exchange visits and School-arranged homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host.

In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit.

The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.

The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

Private fostering

Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”

Referrals to the Local Housing Authority do not replace referrals to MASH where a child is being harmed or at risk of harm.

For 16- and 17-year-olds, homelessness may not be family-based and referrals to children's services will be made as necessary where concerns are raised.

County lines criminal activity

County lines criminal activity refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary.

They will receive a copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

- 1.1. **[Primary schools only]** Pupils will also be provided with the booklet '[Going to Court](#)' from HM Courts and Tribunals Service where appropriate and allowed the opportunity to discuss questions and concerns.

Appendix 3

The Role of All Staff Copied from the policy

- Monitor the children in our care.
- To share concerns with Head Teacher.
- To record accurately and immediately detailed information if a child discloses. (See Guidelines for Staff)
- **Responding to concerns**

Concerns for a child or young person may come to the attention of staff in a variety of ways, for example through observation of behaviour or injuries or by disclosure. Any member of staff who has a concern for a child or young person, however insignificant this might appear to be, **must refer** this to the Safeguarding Manager as soon as is practically possible. More **serious concerns must be reported** immediately to ensure that any intervention necessary to protect the child is accessed as early as possible. The member of staff will be asked document briefly the events which have given rise to the concern, this must be logged in my concern. All staff members have a responsibility to identify children who may be in need of extra help, or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always talk to a member of children's social care.

A child going missing from education is a potential indicator of abuse or neglect. Staff members should act to identify and risk of abuse and neglect, including sexual abuse or exploitation. It is important to note that any staff member can and should refer concerns to social care directly if they are concerned. The LA must be informed if the pupil is absent without permission for 10+ days.

Guidelines for Staff

- Mrs Dixon is the designated member of staff for Child Protection.
- Any concerns about a child should be referred to her or, in her absence, Miss Donald.
- Even apparently minor concerns should be discussed confidentially.
- If you see a suspicious injury or mark, do not ask the child to undress, or examine him/her. Make your concern known to Mrs Dixon. Complete a child protection form for this.
- If a child says something strange or worrying (e.g. sexually inappropriate) do not pursue the comments but report this immediately in confidence to Mrs Dixon or Miss Donald.
- Do not seek corroboration of a child's remarks with other staff or with the child's parents or carers.
- For your own protection read carefully the L.A child protection guidance and follow the simple rules below.
- Keep body contact with children to a minimum – touching hands, shoulders, head is acceptable when giving first aid or helping a young child change after any accident. If possible in toilet accidents let the child wipe themselves. If this is not possible and if another member of staff is unavailable to act as 'chaperone'

inform Miss Donald that you have dealt with a personal hygiene matter on your own. It is also a good idea to inform parents at the end of the day. (Special circumstances sometimes apply with S.E.N.D children)

- Avoid one to one situations with children wherever possible, especially in counselling or disciplinary situations. This is especially important with older children when 2 staff should always be present.
- Always ensure that supervising staff know your whereabouts and what you are doing.

Disclosure

- If a child discloses **do not give a blanket promise to keep a secret**. Report the incident to Mrs Dixon (DSL) or Miss Donald immediately.
- Do listen to the child rather than directly questioning him/her.
- Do be aware that the child may appear to talk about trivial matters initially.
- Do make a note of the discussion, recording the timing, setting and those present as well as what was said.
- Don't stop a child who is recalling potentially significant events.
- Do record all subsequent events up to the time of any formal interviews with the child.
- During a disclosure try to:
 - reassure the child that he/she is doing the right thing,
 - respond sensitively and accept what the child is saying
 - Do not ask any questions or for further clarification.
 - Do not promise to keep this a secret. You must say that you will need to ask for help with this matter.

Appendix 4

Early Help Assessment

Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life.

Any pupil may benefit from early help but, in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled and have specific additional needs.
- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

All staff will be made aware of the local early help process and understand their role in it. The DSL will take the lead where early help is appropriate.

Appendix 5

Concept of significant harm

The Children Act 1989, introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering, or likely to suffer significant harm (s.47). A court may only make a care order (committing the child to the care of the local authority) or supervision order (putting the child under the supervision of a social worker, or a probation officer) in respect of a child if it is satisfied that:

- the child is suffering, or is likely to suffer, significant harm; and
- that the harm or likelihood of harm is attributable to a lack of adequate parental care or control (Section 31 of the Children Act 1989) .

Section 120 of the Adoption and Children Act 2002, updates the definition of "harm" in the Children Act 1989 s.31(9). The addition is "including for example, impairment suffered from seeing or hearing the ill-treatment of another" and has the effect of strengthening the case for significant harm through domestic violence, or the abuse of another in the household. This came into effect on 31st January 2005.

Sometimes, a single traumatic event may constitute significant harm, e.g. a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical and psychological development.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, and the extent of premeditation, degree of threat and coercion, sadism, and bizarre or unusual elements in child sexual abuse. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the ill-treatment.

To understand and establish significant harm, it is necessary to consider:

- the family context;
- the child's development within the context of their family and wider social and cultural environment;
- any special needs, such as a medical condition, communication difficulty or disability that may affect the child's development and care within the family;
- the nature of harm, in terms of ill-treatment or failure to provide adequate care;
- the impact on the child's health and development; and
- the adequacy of parental care.

Appendix 6 : Peer on Peer Abuse

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

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

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

Sexual harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment includes:

- Sexual comments.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against another pupil.

Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

Sexual violence refers to the three following offences:

- **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.

Harmful sexual behaviours

The term **harmful sexual behaviour** is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not).

A preventative approach

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

Procedures are in place (see Behaviour Policy) to minimise peer on peer abuse.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils are allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

Awareness

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

- More information at <https://legacy.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
- And https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Support available if a child has been harmed, is in immediate danger or at risk of harm

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to MASH.

Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

Support available if early help, section 17 and/or section 47 statutory assessments are appropriate

If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.

Support available if a crime may have been committed

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to MASH. The DSL will be aware of the local process for referrals to both MASH and the police.

Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.

The school has a close relationship with the local police force and the DSL will liaise closely with the local police presence.

Support available if reports include online behaviour

Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.

Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of MASH where necessary. If staff are in any doubt, they will speak to the DSL.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.

- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCCIS sexting advice](#).
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to MASH.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.
- The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk assessment

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will

be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.
- Risk assessments will be recorded (either on paper or electronically) and kept under review.

Taking action following a disclosure

The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.

Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.

The best interests of the child.

That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Managing the report

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to MASH or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

1. Managing internally
2. Providing early help
3. Referral to CSCS
4. Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Managing internally

In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing early help

The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referral to MASH

If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to MASH. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with MASH.

The school will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with MASH to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

If MASH decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

If the school agrees with the decision made by MASH, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

Reporting to the police

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to MASH. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with MASH and any appropriate specialist agencies.

The DSL and **governing board** will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Ongoing support for the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

The school will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.

Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

When making a decision, advice will be taken from MASH, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

Disciplining the alleged perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time.

The school will be clear whether action taken is disciplinary, supportive or both.

Shared classes

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Safeguarding other children

Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

It is likely that children will “take sides” following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

As part of the school’s risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. Schools will consider any additional support that can be put in place.