



# **West Tyne Federation of Schools**

## **Greenhead and Henshaw CE Primary Schools**

### **Child Protection and Safeguarding Policy**

**Reviewed by WTCS Federation Staff  
and Governors**

**Updated guidance from KCSiE used  
in Safeguarding training for all staff  
5<sup>th</sup> September 2023**

**M. Glenton and  
SLT 01.09.23**

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## Statement of intent

Greenhead and Henshaw CE Primary Schools are committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil, both inside and outside of the schools premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: **Mike Glenton**. In the absence of the DSL, child protection matters will be dealt with by: **Debbie Clarke (Henshaw), Michelle Munro (Henshaw) and Sherry Makepeace (Greenhead)**.

The procedures contained in this policy apply to all staff, volunteers, visitors and governors and are consistent with those of the local safeguarding partnership Northumberland Children's and Adult's Strategic Safeguarding Partnership(NCASP)

## Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage, increased status or other advantage of the perpetrator or facilitator.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the schools.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	A procedure where the female genital organs are injured or changed and there is no medical reason for this.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage, and practices such as breast ironing.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the

	Child Sexual Abuse	behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
ITT	Initial teacher training	A programme of training to achieve qualified teacher status.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equalities Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
QTS	Qualified teacher status	A requirement in England to work as a teacher of children in state schools and special schools.
RSE	Relationships and sex education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the schools in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the schools's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

## 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' mental and physical 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’ (2018), 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.

For the purposes of this policy, “**upskirting**” refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

For the purposes of this policy, “**sexting**” is defined as the sharing between pupils of sexually explicit content, including indecent imagery.

For the purposes of this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

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.

For the purpose of this policy, “**peer-on-peer**” abuse is defined as abuse between children. This can include, but is not limited to the following:

- Abuse within intimate partner relationships
- Bullying (including cyberbullying)
- Sexual violence and sexual harassment

- Physical abuse and physical harm
- Sexting
- Initiation/hazing-type violence and rituals

## 2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance 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
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- **[Schools providing education to pupils under the age of eight only]** The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019

### Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2021) 'Keeping children safe in education (2021)'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

### Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2021) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Low Level Concerns Policy
- Staff Handbook



- Child Sexual Exploitation (CSE) Policy
- Children Missing Education Policy
- Extremism and Anti-Radicalisation Policy
- Allegations of Abuse Against Staff Policy
- Behavioural Policy
- Data Protection Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- Exclusion Policy
- Online Safety Policy
- Guest Speaker Policy
- Acceptable Use Policy
- Data and E-Security Breach Prevention and Management Plan

### **3. Roles and responsibilities**

The governing board has a duty to:

- Ensure that the schools complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the schools are effective and comply with the law at all times.
- Guarantee that the schools contribute to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) 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).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the schools has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns

The headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

- 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) guidance, the Behavioural Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.

The DSL has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with three SG partners and the child death review partner.
- Make the necessary child protection referrals to appropriate agencies.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) guidance.
- 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 assessments where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to children's social care 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 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 schools' Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the schools' Child Protection and Safeguarding Policy is available publicly, and parents are aware that the schools may make referrals for suspected cases of abuse or neglect, as well as the role the schools plays in these referrals.
- Ensure the best educational outcomes by identifying at-risk pupils to the schools and its staff, so that the relevant personnel understand each pupil's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.
- 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. NB: The schools will determine what 'available' means, e.g. it may be appropriate to be accessible via electronic means, such as on the phone or using video conferencing software.
- 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.

### Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to children's social care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to children's social care and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the schools' procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.
- Challenge senior leaders over any safeguarding concerns, where necessary.

## **4. Inter-agency working**

The schools contribute to inter-agency working as part of its statutory duty. The schools are aware of and will follow the local safeguarding arrangements. The schools will work with children's social care, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

Where a need for early help is identified, the schools will allow access for children's social care from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The schools recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff members are aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

The schools also recognise the particular importance of inter-agency working in identifying and preventing CSE.

## **5. Abuse and neglect**

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another. All staff, especially the DSL and their deputies, will be aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting. All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in [section 31](#) of this policy.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, absence and sexting, and will understand that these put pupils in danger. Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

## **6. Types of abuse and neglect**

All staff should 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. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. 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.

**Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

**Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** A form of abuse that involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

**Sexual abuse:** A form of abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

**Neglect:** A form of abuse that involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

## 7. FGM

For the purpose of this policy, FGM is defined as a procedure where the female genital organs are injured or changed and there is no medical reason for this. FGM is considered a form of abuse in the UK and is illegal.

The schools' procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

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 pupil under the age of 18. Teachers failing to report such cases will face disciplinary action. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve children's social care as appropriate.

FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

## 8. Forced marriage

For the purpose of this policy, a "**forced marriage**" is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.

As part of HBA, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia

- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to children’s social care, the police or the Forced Marriage Unit.

## 9. Child sexual exploitation (CSE)

For the purpose of this policy, “**child sexual exploitation**” is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

The schools have adopted the following procedure for handling cases of CSE, as outlined by the DfE:

### Identifying cases

School staff members will be aware of and look for the key indicators of CSE; these are as follows:

- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant

Other indicators outlined in [section 10](#) may also be signs that a child is a victim of CSE.

### Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

### Support

The LA and all other necessary authorities will then handle the matter to conclusion. The schools will cooperate as needed

## 10. Child criminal exploitation (CCE)

For the purpose of this policy, “**child criminal exploitation**” is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:



- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

CCE may be in effect even if the criminal activity appears consensual, and can happen through the use of technology.

### **Identifying cases**

School staff will be aware of the following indicators that a child is the victim of CCE:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part

## **11. Mental health**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the schools will ensure this is done by a trained mental health professional.

Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

The schools will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

## **12. Sexting and the sharing of indecent images of pupils**

The schools will ensure that staff are aware to treat the sharing of indecent images of pupils through sexting as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the schools community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of pupils is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides

in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the headteacher or member of the SLT.
- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery in accordance with the Records Management Policy.

Where the incident is categorised as ‘aggravated’, the situation will be managed in line with [section 31](#) of this policy. Where the incident is categorised as ‘experimental’, the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to children’s social care. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

### **13. Homelessness**

The DSL and deputy(s) will be aware of the contact details and referral routes into 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 children’s social care where a child is being harmed or at risk of harm.

## 14. County lines

For the purpose of this policy, “**county lines**” refers to organised criminal networks or gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.

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, county lines 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 and consider involving local services and providers who offer support to victims of county lines exploitation.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

## 15. Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing

- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Absence
- Peers involved in crime and/or anti-social behaviour

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

## **16. 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.

## **17. 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.

**[Primary schools only]** Pupils will be provided with the booklet '[Going to Court](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

## **18. Contextual safeguarding**

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), 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 schools will provide as much contextual information as possible when making referrals to children's social care.

## **19. Preventing radicalisation**

For the purpose of this policy, we have used the following definitions:

- **“Radicalisation”** refers to the process by which a person comes to support terrorism and extremist ideologies
- **“Extremism”** refers to the vocal or active opposition to fundamental British values, e.g. individual liberty and the rule of law

- **“Terrorism”** refers to an action that endangers or causes serious violence to a person or people, property, or electronic system, which is designed to influence the government, intimidate the public, or advance a cause.

Protecting pupils from the risk of radicalisation is part of the schools’ wider safeguarding duties.

The schools 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 schools will work with local safeguarding arrangements as appropriate.

The schools 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 schools will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the schools has reason to believe that the child would be placed at risk as a result.

### **Training**

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils 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.

### **Risk indicators of vulnerable pupils**

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural and/or religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis include the following:

- 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 includes the following:

- 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 include the following:

- 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

### **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 video calling software)?
- Is there a reason that the pupil has been, or is likely, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature or other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal or 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 crimes?
- 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, because 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.

### **Channel programme**

Safeguarding children is a key role for both the schools 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 line with statutory duties, the schools will cooperate with the local Channel Prevent panel and all partners of the panel as much as is appropriate and reasonably practical.

In cases where the schools believe 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 schools.

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 children's social care, or where the individual is already known to children's social care. The schools will keep in mind that an individual's engagement with the Channel programme is voluntary at all stages.

### **Building children's resilience**

The schools will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, along with pupils' spiritual, moral, social & 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 and enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

### **Resources**

The schools will utilise the following resources when preventing radicalisation:

- 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

## **20. 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 schools, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy. The schools will inform the LA of any pupil who fails to attend regularly or has been absent without the schools' permission for a continuous period of 10 school days or more.

### **Admissions register**

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the schools, or when the schools have been notified that the pupil will first be attending. The schools will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The schools will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contact details will be held for each pupil where possible. Staff will monitor pupils who do not attend the schools on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the schools that their child will live at a different address, the schools 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 schools that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

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

To ensure accurate data is collected to allow effective safeguarding, the schools 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 schools by their parents, and are being educated outside the national education system, e.g. home education.



- Have ceased to attend the schools, and no longer live within a reasonable distance of the premises.
- Have been certified by the schools' medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the schools does not reasonably believe they will be returning to the schools at the end of that period.
- Have been permanently excluded.

The schools will also remove a pupil from the admissions register where the schools and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the schools will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The schools will work with the LA to establish methods of making returns for pupils back into the schools. The schools will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The schools will also highlight any other necessary contextual information, including safeguarding concerns.

## **21. Pupils with SEND**

The schools recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as 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 schools' SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are effectively met.

## **22. Alternative provision**

The schools will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the schools will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

## **23. Private fostering**

Where the schools 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.

## **24. Concerns about a pupil**

If a member of staff has any concern about a pupil's welfare, they will act on them immediately by speaking to the DSL or a deputy. All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in [section 32](#) of this policy, using our online CPOMS reporting system.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter via CPOMs. Referrals about a pupil should only be made by the DSL or Assistant Head Teachers.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in the schools office locked filing cabinet..

If a pupil is in immediate danger, a referral will be made to children's social care and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the schools will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

## 25. 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:

- 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 or 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.

All staff [at name of school] are 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.

School staff are not expected, or trained, to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead.

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.

## 26. Managing referrals

The reporting and referral process outlined in [Appendix C](#) will be followed accordingly.

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to children's social care or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the schools does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The schools will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by children's social care. Where children's social care decide that a statutory investigation is not appropriate, the schools will consider referring the incident again if it is believed that the pupil is at risk of harm. Where children's social care decide that a statutory investigation is not appropriate and the schools agrees with this decision, the schools will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The schools will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

## **27. Concerns about staff members and safeguarding practices**

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the headteacher, using the low level concerns policy, if appropriate. If the concern is with regards to the headteacher, it will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at the schools will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. 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).

Any allegations of abuse made against staff members, including those that meet the harms test, will be dealt with in accordance with the schools's Allegations of Abuse Against Staff Policy and the Low Level Concerns Policy. For the purpose of this policy, the "harms test" refers to a situation where a person would pose a risk of harm if they continued to work in regular or close contact with pupils in their present position, or in any capacity.

## **28. Dealing with allegations of abuse against staff**

All allegations against staff, supply staff and volunteers, will be dealt with in line with the schools' Allegations of Abuse Against Staff Policy or Low Level Concerns Policy – a copy of which will be provided to, and understood by, all staff. The schools will ensure all allegations against staff, including those who are not employees of the schools, are dealt with appropriately and that the schools liaise with the relevant parties.

When using an agency to access supply staff, the schools will inform them of its processes for managing allegations, including any updates to the relevant policies, and liaise with the agency's human resources manager/provider where necessary.

When an allegation is made, an investigation will be carried out to gather enough evidence to establish whether it has a foundation, and the schools will ensure there is sufficient information to meet the [DBS referral criteria](#).

On conclusion of a case, where an individual is removed from regulated activity – this could be due to suspension, redeployment to work that is not in regulated activity, dismissal or

resignation – the schools will refer the case to the DBS as soon as possible. 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 children's social care.

The schools will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

## **29. Allegations of abuse against other pupils (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 pupil'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 they intentionally penetrate the vagina, anus or mouth of another person (B) with their 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 they intentionally penetrate the vagina or anus of another person (B) with a part of their 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 they intentionally touch 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.

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

### **A preventative approach**

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

The schools 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
- LGBTQ+ identities and relationships
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils will be 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.

### **Sexual Violence or Sexual harassment**

This school recognises that in cases related to reports of sexual violence and sexual harassment there may be situations where the young person asks the school not to tell anyone about the incident and all staff are aware of their duty to report concerns to the DSL

#### **Risk Assessments**

Report of sexual violence or sexual harassment will include the time and location of the incident and subsequent risk assessments will include any actions required to make the location safer.

#### **Impact on any siblings**

The school recognises the importance of understanding intra-familial harms and will identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

## **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”.

All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and issues that disproportionately affect a certain gender, 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 evidence suggests are 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.

LGBTQ+ pupils are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils. The schools’ response to sexual violence and sexual harassment between pupils of the same sex 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.

## **Children who are lesbian, gay, bi, or trans (LGBT)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, 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 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. At [name of school], we endeavour to reduce the additional barriers faced by providing a safe space for them to speak to by [...describe here any arrangements that have been made, or identify relevant members of staff].

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

If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children’s social care. 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 assault are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to children’s

social care. The DSL will be aware of the local process for referrals to both children's social care 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 schools have 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 schools 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 children's social care where necessary. If staff are in any doubt, they will speak to the DSL.

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

All staff will be trained to handle disclosures. 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 pupil 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 pupil 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 pupil 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 schools will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the schools not to tell anyone about the disclosure, the schools 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 pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to children's social care.
- Rape, assault by penetration and sexual assault 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 schools 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 schools 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 pupils at the schools, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the schools' Data Protection Policy.

### **Taking action following a disclosure**

The DSL or the assistant Head Teacher will decide the schools' initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the pupils involved.
- Any power imbalance between the pupils.
- 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 pupil's life that threaten their safety and/or welfare.
- The best interests of the pupil.
- 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 pupils involved.

For reports of rape and assault by penetration, whilst the schools establish the facts, the alleged perpetrator will be removed from any classes shared with the victim. The schools 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.

Where a pupil is found to have been involved in harmful sexual behaviour, e.g. non-consensually sharing indecent imagery of another pupil, the schools will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

### **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 children's social care or the police, the schools 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:

- Managing internally
- Providing early help
- Referring to children's social care
- Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment are 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:

- The age of consent is 16.
- A child under the age of 16 can never consent to sexual activity.
- 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 schools may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

### **Providing early help**

The schools 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 the escalation of sexual violence.

### **Referral to children's social care**

If a pupil has been harmed, is at risk of harm or is in immediate danger, the schools will make a referral to children's social care. 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 children's social care.

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

The DSL will work closely with children's social care to ensure that the schools' actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions. If children's social care decide that a statutory investigation is not appropriate, the schools will consider referring the incident again if they believe the pupil to be in immediate danger or at risk of harm. If the schools agree with the decision made by children's social care, 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 children's social care. 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 schools to support the pupil with any decision they take, in unison with children's social care 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 schools will continue to engage with specialist support for the victim as required.

### **Bail conditions**

Police bail is only used in exceptional circumstances. It is unlikely that a pupil will be placed on police bail if alternative measures can be used to mitigate risks. The schools will work with children's social care and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The schools will seek advice from the police to ensure they meet their safeguarding responsibilities.

The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail. Where bail is deemed necessary, the schools will work with children's social care and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

### **Managing delays in the criminal justice system**

The schools will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made. The DSL will work closely with the police to ensure the schools does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

### **The end of the criminal process**

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the schools will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable. The schools will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the schools will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The schools will discuss decisions with the victim and offer support. The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

### **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 schools 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 schools will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and the schools 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 schools, 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 schools of any ongoing support needs and transfer the child protection file.

### **Ongoing support for the alleged perpetrator**

Any decisions made regarding the support required for an alleged perpetrator will be made with the following considerations in mind:

- The terminology the schools uses to describe the alleged 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
- What the outcome of the investigation was

When making a decision, advice will be taken from children's social care, 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.

If the reported abuse is found to have taken place, the schools will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

### **Disciplining the alleged perpetrator**

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

The schools will make such decisions on a case-by-case basis, with the DSL taking a leading role. The schools will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and children's social care will be consulted where necessary. The schools will also consider whether circumstances make it unreasonable or irrational for the schools 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 schools 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 schools' 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 schools 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 schools' will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the schools, the schools 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 schools 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 schools 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 schools 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.

Clear policies regarding how the schools will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

### **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 schools will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The schools 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 will do everything in its power to prevent such activity.

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

## **30. Communication and confidentiality**

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the schools will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the schools will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression (using our online CPOMs procedures) and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim’s consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim’s wishes against their duty to protect the victim and others. Where a referral is made against the victim’s wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim’s parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator’s parents will have regards to the arrangements that will impact their child, such

as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the schools will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the schools, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival. This may be done by a file transfer if the receiving school also has CPOMs.

## **31. Online safety**

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

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 schools will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing terrorist and extremist material, in accordance with the schools's Data and E-Security Breach Prevention and Management Plan.

The use of mobile phones by staff and pupils is closely monitored by the schools, in accordance with the Acceptable Use Policy.

The schools will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching. Further information regarding the schools' approach to online safety can be found in the Online Safety Policy. Where pupils need to learn online from home, the schools will support them to do so safely in line with the Pupil Remote Learning Policy and government [guidance](#).

## **32. Mobile phone and camera safety**

Staff members will not use personal mobile phones or cameras when pupils are present. Staff may use mobile phones on school premises when no pupils are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst pupils are present.

Staff will use their professional judgement in emergency situations. Staff may take mobile phones on visits, but they must only be used in emergencies and should not be used when pupils are present. Mobile devices will not be used to take images or videos of pupils or staff in any circumstances. The sending of inappropriate messages or images from mobile devices is strictly prohibited. Staff who do not adhere to this policy will face disciplinary action.

ICT technicians and the DSL will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission.



The schools will adhere to the terms of the Online Safety Policy at all times. Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the schools' Data Protection Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

The schools will adhere to its Photography Policy at all times. Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

### **Upskirting**

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

A "**specified purpose**" is namely:

- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
- To humiliate, distress or alarm the victim.

"**Operating equipment**" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the schools. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

## **33. Sports clubs and extracurricular activities**

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the schools to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to children's social care or the police, if necessary. All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

## **34. Safer recruitment**

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the schools at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

### **Pre-employment checks**

The governing board will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [TRA Teacher Services' System](#) where applicable.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the schools considers appropriate.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
- An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

### **ITT candidates**

Where applicants for ITT are salaried by the schools, the schools will ensure that enhanced DBS checks with barred list information are carried out. Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

### **Governors**

An enhanced DBS check will be carried out for each member of the governing board. Where a governor also engages in any regulated activity, a barred list check will also be requested.

The schools will carry out a section 128 check on governors, because a person subject to one is disqualified from being a governor. The schools will check if a proposed governor is barred due to a section 128 order by contacting the TRA using the Teacher Services' webpage.

### **Governor Training**

Members of the Governing Body of the school take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated.

### **Those who have lived or worked outside of the UK**

**[As of 1 January 2021, the Teaching Regulation Agency (TRA) ceased to maintain a list of EEA teachers with sanctions. Schools must continue to carry out safer recruitment checks on all candidates and must conduct any further checks on candidates from overseas that schools think relevant.]**

For candidates who have lived or worked outside the UK, all mandatory checks outlined in this policy will be carried out, along with any additional checks where necessary.

For candidates who have lived or worked outside the UK, the schools will make further checks where necessary, including, but not limited to:

- Obtaining an enhanced DBS certificate (with barred list information for candidates applying for roles that involve regulated activity), including for candidates who have not been to the UK before.
- For teaching staff, obtaining proof of their past conduct as a teacher, in the form of a letter of professional standing from the professional regulating authority in the country in which they worked.
- Where a professional letter of standing cannot be obtained, conducting a risk assessment or seeking alternative methods of checking suitability to support informed decision-making.

### **Barred list check**

An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment. Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

### **References**

References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment. References will only be accepted from a senior person and not from a colleague. References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily. References will be obtained prior to interviews taking place and discussed during interviews. Open testimonials will not be considered. Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post. Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

## **Volunteers**

No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis. Volunteers will not, under any circumstances provide personal care on a one-off basis, this will be done by an employee of the school.

Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

A supervised volunteer who regularly teaches or looks after children is not in regulated activity. The schools will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care. Unless there is cause for concern, the schools will not request any new DBS certificates with barred list check for existing volunteers that have already been checked. A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

## **Associate members**

Associate members (i.e. individuals that are appointed by the governing board to serve on one or more committees) will not be required to obtain enhanced DBS checks.

## **Contractors**

The schools will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made. Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the schools.

## **Data retention**

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

## **Referral to the DBS**

The schools will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

## **Ongoing suitability**

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

### **35. Single central record (SCR)**

The schools keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the schools.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For agency and third-party supply staff, the schools will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

### **36. Staff suitability**

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the [declaration form](#) provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the schools, unless they apply for and are granted a waiver from Ofsted. The schools will provide support with this process.

### **37. Training**

Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a **yearly** basis or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy, including CPOMS guidance.
- The Behavioural Policy.
- The Staff Handbook
- The Safeguarding response to children who go missing from education.
- The identity of the DSL and any deputy SGL.
- The role of the DSL and deputy DSLs.

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

Formal training will happen at least every three years.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the schools.

The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role. The DSL and deputy DSL will also undergo Prevent awareness training every **two** years which will enable them to understand and support the schools with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online. Online training will also be conducted for all staff members as part of the overall safeguarding approach.

### **38. Monitoring and review**

This policy is reviewed annually by the Governing Body (this may be at committee level) and the Head Teacher. Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is April 2023.

# Coronavirus (COVID-19): Safeguarding During the Pandemic

## Statement of intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the schools community. This appendix includes provisions which the schools will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government and local guidance as it is released.

## Key definitions

For the purpose of this policy, the following definitions will be utilised:

- **Children of critical workers:** critical workers are defined by the government as those whose work is critical to the coronavirus (COVID-19) and EU transition response and includes those who work in health and social care and in other key sectors as outlined below:
  - Health and social care, e.g. doctors, nurses, social workers and care workers
  - Education and childcare, e.g. teachers, DSLs and support staff
  - Key public services, e.g. the justice system, frontline workers in public services and charities
  - Local and national government, e.g. administrative occupations essential to the effective delivery of the coronavirus response, and the delivery of and response to EU transition, as well as essential public services
  - Food and other necessary goods, e.g. those involved in food production, processing, distribution, sales and delivery
  - Public safety and national security, e.g. police and ministry of defence workers
  - Transport, e.g. those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus response and EU transition
  - Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services and postal workers)
- **Vulnerable children:** vulnerable children are defined as children who:
  - Are supported by social care.
  - Are on the edge of receiving support from social care.
  - Have safeguarding and welfare needs.
  - Have child in need plans.
  - Have child protection plans.
  - Are LAC.
  - Are young carers.
  - Are disabled.
  - Have an EHC plan.
  - Are adopted.
  - Are living in temporary accommodation.
  - Are at risk of becoming not in education, employment, or training (NEET).
  - Are assessed as otherwise vulnerable by education providers or LAs.
  - May have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study).
  - Are care leavers.

- Are at the schools and LA's discretion, including pupils and students who need to attend to receive support or manage risks to their mental health.
- A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

## **The role of the DSL and their deputies**

In light of the current pandemic, the schools will have additional measures in place to ensure the safety and wellbeing of its pupils – this approach will be led by the DSL. Wherever possible, the schools will endeavour to have a trained DSL or their deputy on-site while pupils are attending school.

In circumstances where, due to operational challenges, it is not possible to have a trained DSL or deputy on-site, for example when working from home, a trained DSL (or deputy) from the schools, or, where necessary, a partner school, will be available to be contacted via phone or online video. Where a DSL or deputy are unavailable, e.g. due to illness, a member of the SLT will take responsibility for coordinating safeguarding within the schools. Their role will include:

- Updating and managing access to child protection files.
- Liaising with the offsite DSL or deputy.
- Liaising with children's social care services where required.

During the pandemic, the DSL and their deputy(s) will be responsible for:

- Sharing their time and resources with other schools, where necessary.
- Ensuring staff are kept up-to-date with the latest safeguarding information and developments, including via the safeguarding partners, newsletters and professional advice groups.
- Being responsible for amending Appendix A (this section) in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
- Working with the VSH and wider LA to protect vulnerable children.
- Providing support to teachers and pastoral staff to ensure that contact is maintained with pupils who are self-isolating or shielding at home and their families.
- Ensuring staff are aware of reporting channels for safeguarding concerns.
- Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
- Speaking to pupils directly where possible to identify any concerns and ensuring pupils are provided with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
- Providing all volunteers and volunteer staff with copies of this policy.
- Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work, e.g. due to illness.
- Sharing their contact information with the schools community.
- Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.



The DSL will report back to the governing board on all relevant safeguarding concerns. The DSL will work with the local safeguarding partners and relevant agencies and services to identify harm and ensure pupils are appropriately supported.

Where pupils are required to return to remote learning, e.g. they must self-isolate or the schools is required to limit attendance, the DSL will ensure that they, and other members of staff, exercise extra vigilance to ensure pupils remain safe while learning at home.

The schools will ensure that the DSL and their deputies are given sufficient time and assistance to support staff and pupils with new safeguarding and welfare concerns and to handle referrals to relevant agencies where appropriate.

All online or telephone communication will be made using school accounts or telephone numbers. If any staff need to use their personal number, this is withheld.

## **Attendance**

Attendance will be mandatory, and the schools will have the power to issue fines for unauthorised absence – this will only be used as a last resort. The schools will use its regular attendance register to record attendance.

The schools will follow up on absences of pupils who are expected to be in school but where a parent wishes for their child to be absent. The DSL or deputy DSL will discuss any concerns parents may have and work with them to achieve the best possible outcome for the pupil.

Parents will not be penalised if their child does not attend school due to following clinical or public health advice to stay at home. Pupils will engage in remote learning where they are unable to attend school for reasons related to coronavirus, provided they are well enough to do so.

For those pupils not attending the schools premises and learning remotely at home, the schools will ensure that appropriate systems for checking attendance and levels of pupil engagement each day are in place, and work with parents to rapidly identify effective solutions where engagement is a concern. The schools will ensure that all pupils' emergency contact information is correct and encourage parents to provide as many contact numbers as possible.

If the schools must limit attendance at any point, e.g. due to a local increase in coronavirus cases, in line with DfE restrictions, the schools will ensure that priority to attend full time is given to vulnerable pupils and the children of critical workers.

## **Staff training and safeguarding induction**

The schools will ensure that all existing school staff have read part one of the most up-to-date version of 'Keeping children safe in education' (KCSIE) and are suitably trained in this policy and any local safeguarding arrangements.

The DSL and headteacher will risk assess any volunteers or staff from other schools to determine their suitability to work with children. Under no circumstances will volunteers who have not been checked be left unsupervised or allowed to work in regulated activity.

The DSL and headteacher will ensure any volunteers or staff from other schools are suitably trained in safeguarding and ensure that they have read the relevant sections of KCSIE, are aware of the school's safeguarding policy and procedures, and any additional local safeguarding arrangements.

The DSL and headteacher will use their professional judgement to assess how much additional safeguarding training temporary staff or volunteers require.

The schools will follow safer recruitment processes, in line with the relevant policies, when acquiring new staff. New staff or volunteers will continue to be provided with a safeguarding induction and the most up-to-date copy of this policy. Individuals who have not undergone suitable DBS checks will not be left unattended with pupils. The schools will carry out a check on any existing staff who cause a concern.

All staff will receive updates from the DSL regarding confirmation of local safeguarding processes and confirmation of the DSL and their deputy's arrangements, e.g. working schedule and contact information.

The schools will report individuals who they consider a safeguarding risk to the Teaching Regulation Agency (TRA) by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) – all referrals received by the TRA will continue to be considered but hearings may not be scheduled for the current time.

The schools will continue to maintain records that allow the headteacher to be aware of who will not be in school at any one given time. The schools will ensure the SCR is kept up-to-date in line with KCSIE. The SCR will be used as a record of attendance for staff and volunteers as well as a log of any risk assessments carried out on volunteers and staff on loan from other schools.

## **Online safety and security**

The schools will continue to ensure that appropriate filters and monitoring systems are in place to protect pupils when they are online on the schools' IT systems, whether in school or at home.

All online programmes used will be checked by the schools' DPO and DSL to ensure they are reputable and UK GDPR-compliant.

The ICT technician will work to ensure any loaned devices are secure and have the necessary antivirus malware protection downloaded. Any online queries which require the ICT technician will be addressed over the phone or online as much as possible – face-to-face contact is kept to a minimum. Where the ICT technician is unavailable, the schools will seek the support of other ICT staff, either internally or from another school.

The DSL will report back to the governing board how they are ensuring pupils remain safe online. Pupils will report any suspicious online activity they encounter to the DSL or headteacher.

Staff will adhere to the Staff Code of Conduct at all times when delivering education online. Staff will continue to look out for signs of a child being at risk online and report concerns over

a pupil's safety online to the DSL. Where relevant, the DSL will make referrals to the police and children's social care.

The schools will collaborate with parents to reinforce the importance of online safety, and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. Pupils will be provided with useful information and contact details of individuals and organisations they can turn to should they feel unsafe online, e.g. Childline or the UK Safer Internet Centre.

## **Mental health and pastoral care**

The schools understands how the coronavirus pandemic can cause pupils and staff to feel anxious and concerned and will offer any essential support required to those in need.

Staff will be aware that some pupils may return to school having experienced difficulties over the period of lockdown, including bereavement, mental illness and welfare harms, and will be vigilant with regards to indicators that a pupil requires support.

The headteacher will encourage line managers to hold one-to-one meetings with their staff to ensure they feel supported during this stressful time.

Pupils will be provided with different resources they can access to help them cope with their mental health, including Childline and other online services.

Face-to-face support will only be provided where two-metre social distancing can be adhered to.

The schools will have due regard for the Social, Emotional and Mental Health (SEMH) Policy when identifying early signs of mental health issues in pupils. Teachers will have due regard for the negative impact the current pandemic may have had on pupils, especially when setting expectations for pupils' work. Pastoral support will be offered to any family who requires it.

For pupils who are receiving education at home, e.g. if they are advised to shield, the schools will follow set timetables to provide parents and pupils with a familiar structure that includes time for education, playing and relaxing.

The schools will consider one-to-one support for those who may benefit the most from it, e.g. for pupils with SEND.

## **Peer-on-peer abuse**

The DSL will implement robust reporting procedures for peer-on-peer abuse, whether this abuse takes place in person or online, and communicate these to staff, pupils and parents.

Reports made regarding peer-on-peer abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or children's social care where required. Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.

Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. Childline. The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made. Individuals will be given a copy of the schools' amended Complaints Procedures Policy to assist them with the appeals process.

Communications with parents will be made online or by telephone unless face-to-face contact is unavoidable.

## **Pupils moving schools**

Where pupils are moving to another setting, the schools will continue to do whatever it reasonably can to provide the receiving institution with any relevant welfare and child protection information, including a CPOMS file transfer if possible. The DSL will ensure that the receiving school has access to pupils' EHC plans, child in need plans, child protection plans or, for LAC, their personal education plan, and is informed who the child's social worker is (and, for LAC, who the responsible VSH is).

## **Monitoring and review**

The DSL will be responsible for continually monitoring DfE updates and updating this appendix in line with any government guidance changes and up-to-date guidance from the local safeguarding partners. Any changes to this appendix will be communicated to all staff, parents and relevant stakeholders.

## Staff Disqualification Declaration – To be completed on application for a post.

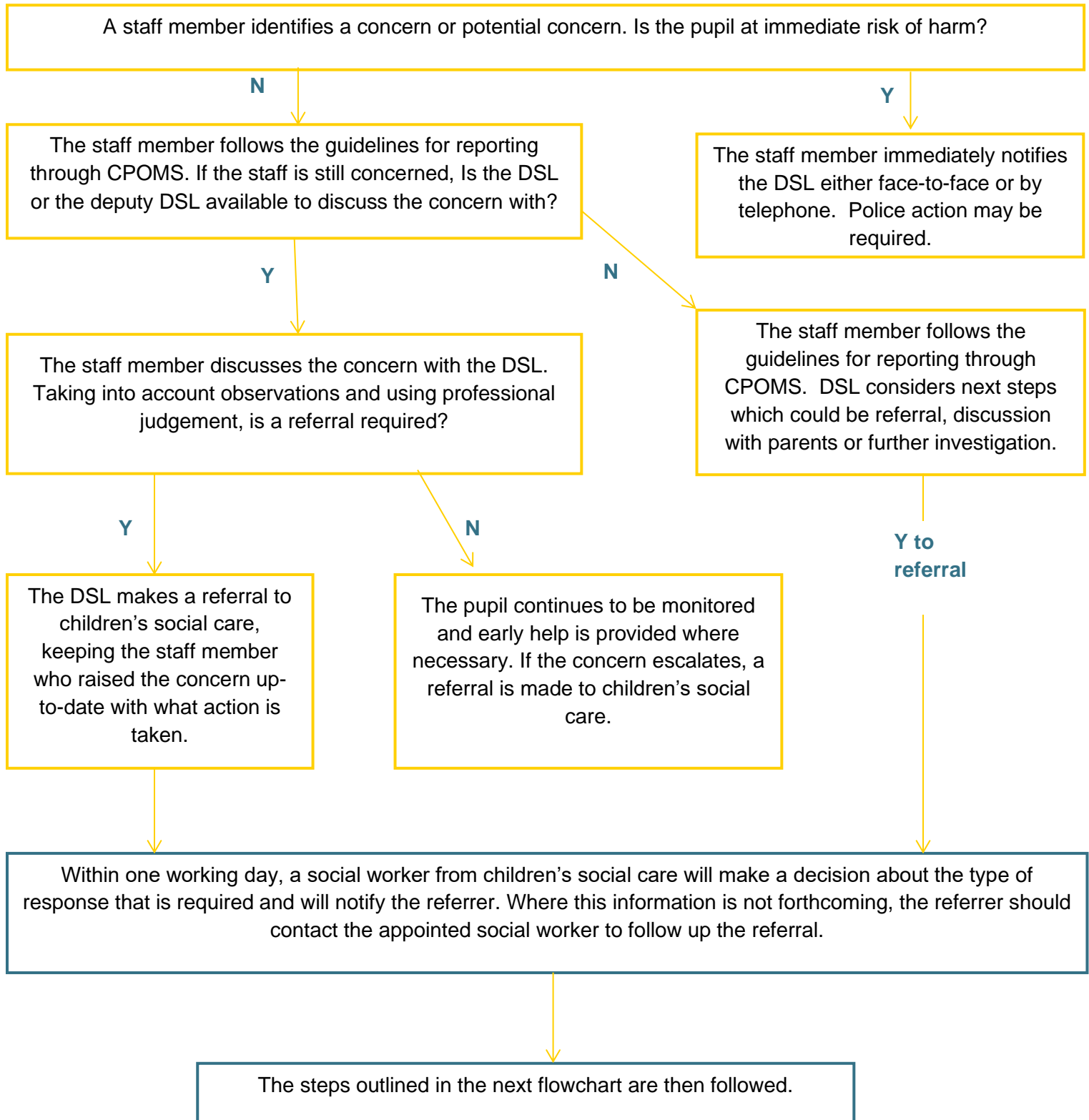
Name of school:	
Name of staff member:	Position:
<b>Orders and other restrictions</b>	
Have any orders or other determinations related to childcare been made in respect of you?	Yes/No
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	
<b>Specified and statutory offences</b>	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
• Any offence against or involving a child?	
• Any violent or sexual offence against an adult?	
• Any offence under The Sexual Offences Act 2003?	
• Any other relevant offence?	
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	
<b>Provision of information</b>	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies):	
<b>You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions and/or convictions, a DBS certificate may be provided.</b>	
<b>Declaration</b>	
In signing this form, I confirm that the information provided is true to the best of my knowledge and that:	
<ul style="list-style-type: none"> <li>• I understand my responsibilities to safeguard children.</li> <li>• I understand that I must notify the _____ immediately of anything that affects my suitability to work within the schools. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.</li> </ul>	
Signed:	
Print name:	
Date:	

# Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the schools are outlined in yellow, whereas actions taken by another agency are outlined in blue.

## Before a referral is made



## After a referral is made

Once a referral has been made, a social worker from children's social care will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.

Appropriate emergency action is taken by the social worker, police or NSPCC.

A Child in Need assessment is completed within 45 working days.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

A child protection plan is potentially required.

The type of support needed is identified, arranged through multi-agency liaison and provided effectively.



Staff keep the pupil's circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil's best interests always come first.

If the child's situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

# CPOMS guidelines

CPOMS is an on-line recording and monitoring platform which acts as a storage for safeguarding and child protection concerns as well as a communication log for behaviour, attendance, medical concerns, SEND, external agency or parent conversations. Each member of staff will receive a username and password to Log in to CPOMS and record any of these focuses. Staff will also receive email notifications to their email address to detail any actions or notifications regarding children in their class or area of responsibility (e.g. SEND)

## Reporting

Student	<input type="text" value="Begin typing a student's name"/>
Incident	<div style="border: 1px solid #ccc; height: 150px;"></div>
Categories	<input type="checkbox"/> 1. Safeguarding - Staff Concern <input type="checkbox"/> 2. Safeguarding - Early Help <input type="checkbox"/> 3. Safeguarding - Child Protection/Child In Need <input type="checkbox"/> Attendance <input type="checkbox"/> Behaviour / Bullying / Friendship Related Issues <input type="checkbox"/> Contact with External Agency <input type="checkbox"/> Medical Issues <input type="checkbox"/> Parental Contact <input type="checkbox"/> SEND <input type="checkbox"/> Verbal & Aggressive Incidents
Linked student(s)	<input type="text" value="Begin typing a student's name"/> <small>Type a student's name to link them to this incident.</small>
Maps	
Date/Time	<input type="text" value="19/02/2022 05:24"/> 
Status	<input type="text" value="Active"/>
Assign to	<input type="text" value="Begin typing a staff member's name"/>
Files	<div style="border: 1px solid #ccc; padding: 5px; text-align: center;"><input type="button" value="Click to browse or drag a file to upload"/></div>
Alert Staff Members	<input type="text" value="Begin typing a staff member's name"/> <small>Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.</small>
Agency involved	<input type="text"/>
<input type="button" value="Submit Incident"/>	

- Reports must be factual and include detail) and not include opinion
  - There was a bruise about the size of a 50p piece on the right of his face, about 5cm below his eye.



- I think it looked like somebody had punched him and it was a big bruise.
- If you can remember, quote exactly what was said "Mam told me that he had been pushed to the floor by Paul in class 2"
- Report on what you said and use your full name with designation "Mr Glenton (Head Teacher) said that he would look into the situation and get back to Dad by this afternoon".
- Please do not ask the children leading questions "did somebody hit you?" Instead make statements "you look upset" or "that looks sore" and wait for children to respond.
- Link any student who may have been involved and this will appear in their chronology too.
- Use a body map if needed to record exactly here any marks/bruises have been seen or to highlight an area discussed in the concern (She was holding her right arm).
- If files need to be uploaded (SEND reports, letters from parents), please click the box to upload these.
- If a staff member needs to be alerted (such as the class teacher if they are not involved or a TA if covering the class), please alert these adults via the tab.
- When you submit the incident, an alert will go to all senior leads and the staff you have tagged. They will action any response required. You may not get all information if confidentiality has to be kept, however it is vital that reporting is clear, concise and timely.
- These logs may be used if any cases go to complaints or child protection. It is vital that they are professional and accurate.

### **Actions by Safeguarding Leads (MG, SM, DC, (BH-from Sept)**

Once investigating (if necessary) by a senior leader, it may be required that further action needs to be taken. The Safeguarding Leads have got the access to add an action to each incident. Once this is done, the class teacher will get a notification of this action required.

#### Categories

1. Safeguarding - Staff Concern  
  2. Safeguarding - Early Help  
  3. Safeguarding - Child Protection/Child In Need  
  Attendance  
 Behaviour / Bullying / Friendship Related Issues  
  Contact with External Agency  
  Medical Issues  
  Parental Contact  
  SEND  
 Verbal & Aggressive Incidents

## **For safeguarding concerns**

Please fill in the details and tick safeguarding concern. If it is a general concern (such as a mark/bruise, a general disclosure or some information which is important but you feel the Safeguarding Lead does not need to action a reply immediately as the child is not in imminent danger; 1. Safeguarding concern should be used.

If Early help is involved or your concerns are more pressing (a serious disclosure, injury or action) 2. Safeguarding Early help and immediate attention should be used.

If a referral is needing to be made or has been made or if a Safeguarding Lead has attended a Child Protection conference, 3. Safeguarding Child protection/Child in Need should be used.

Please see tabs below for Level 2 and 3.

### **2. Safeguarding - Early Help Subcategories**

TAF Meeting

### **3. Safeguarding - Child Protection/Child In Need Subcategories**

Child Protection Conference  Core Group Notes  CP Plan  First Contact Referrals

## **Attendance**

For children who fall below 90% attendance, this option will be used to track communication with parents, reasons for absence and absence management meetings.

### **Attendance Subcategories**

Internal Monitoring  Legal Action  Parent Contract Offered  Punctuality

## **Behaviour/bullying/friendship related issues**

If there is a friendship related issue which seems to be happening more than once, please start to record further incidents under this tab. If bullying is suspected by a member of staff, evidence for this will be gathered here also. Please use the additional tab to record which type of bullying it is.

Behaviour / Bullying / Friendship Related Issues Subcategories

Cyber Incident  Homophobic Incident  Physical Incident  Racist Incident  Restorative Approach Used  Team Teach incident  Verbal Bullying

**Remember bullying involves an imbalance of power by an individual or group, targeting the same person, over a period of time, it is not to be used for children falling out or a name called, however intervention from staff is still required for this.**

For children who have behavioural needs, who exhibit verbal or physical aggression, please use verbal and aggressive incidents tab

Verbal & Aggressive Incidents

**Verbal & Aggressive Incidents Subcategories**

Against Peers  Against Staff

**Parental contact (important information, worrying conversations or disclosure)**

For face-to-face contact, telephone calls, emails (please copy and paste text into CPOMS) or parental consultation meetings, please use parental contact and the tab below.

**Parental Contact Subcategories**

Email  Face to Face Conversation  Meeting  Parent consultation meetings  Telephone Call  Text Message

**SEND**

For SEND support plan meetings, any external agency communication or reports, parental communication or EHCP documentation. Please upload or include using the tab below.

**SEND Subcategories**

EHCP  External agency communication  Parental Communication  Reports from External Agencies  Support Plan



## Low level Concerns Reporting Form

Your details	
<b>Name</b>	
<b>Role</b>	
<b>Date and time of completing this form</b>	
Details of individual whom the concern is about	
<b>Name</b>	
<b>Role</b>	
<b>Relationship to the individual reporting</b> eg manager, colleague	
Details of concern	
<p><b>Please include as much detail as possible. Think about the following:</b></p> <ul style="list-style-type: none"> <li>What behaviour and/or incident are you reporting?</li> <li>What exactly happened?</li> <li>Why does the behaviour and/or incident worry you?</li> <li>Why do you believe the behaviour and/or incident is not consistent with our Staff Code of Conduct?</li> </ul>	
Details of any children or young people involved	
<b>Name(s)</b>	
Next Steps	
<b>Are you willing to meet with the</b>	

<b>headteacher and DSL to discuss your concern?</b> Please circle as appropriate.	<b>Yes</b>	<b>No</b>
<b>Please state any other information that you feel is relevant to the processing of this concern.</b>		
<b>Signature</b>		
<b>For use by HT/safeguarding team upon receipt of the concern</b>		
<b>Date and time concern received</b>		
<b>Signature</b>		
<b>Role</b>		
<b>Actions to be taken and follow-up.</b>		

## Contacts and Advice

### Expert organisations

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

### Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

### Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

### Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

### Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

### Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

## APPENDIX B Local Authority AND NCASP CONTACTS

Advice Area	Contact
For advice on making a referral or to make a referral for Children's Social Care or Early Help	<p><b>OneCall: 01670 536400</b></p> <p>Please note you may call to raise/discuss your initial concerns; however they must then be submitted in writing.</p> <p><b>If you are submitting a referral, please use the link below</b></p> <p><a href="http://northumberland.gov.uk">Forms (northumberland.gov.uk)</a></p>
For further discussion about an open case or advice on the operation of child protection/safeguarding procedures of a specific case	<p>If known, contact the allocated social worker or early help worker or</p> <p>OneCall 01670 53640</p>
For generic advice on the operation of child protection/safeguarding procedures	<p>Justine Clephane - 07879 874168  Vicky Kinneavy - 07966 325300  Carol Leckie - <a href="tel:07584313178">07584313178</a></p>
Allegations against people working with children	<p>01670 623979 OR 01670 624888</p> <p>Email address - <a href="mailto:LADO@northumberland.gov.uk">LADO@northumberland.gov.uk</a>  The Northumberland LADO is Louise Prudhoe, but please use the generic contact information to ensure you get a response</p>
Queries in relation to the model CP policy for schools or related guidance	<p>Carol Leckie - <a href="tel:07584313178">07584313178</a></p>
HR advice for schools	<p><a href="mailto:SchoolsHR@northumberland.gov.uk">SchoolsHR@northumberland.gov.uk</a></p>
MAPPA – Risk Management re individuals who may pose a risk to children	<p>Neil O'Toole, Senior Manager Children's Services</p> <p><a href="mailto:Neil.O'Toole@northumberland.gov.uk">Neil.O'Toole@northumberland.gov.uk</a></p>

MARAC - Multi Agency Risk Assessment Conference	Sarah Wintringham, Principal Education Welfare Officer <a href="mailto:sarah.wintringham@northumberland.gov.uk">sarah.wintringham@northumberland.gov.uk</a> OR Emma Wilson, Lead Education Officer <a href="mailto:Emma.Wilson@northumberland.gov.uk">Emma.Wilson@northumberland.gov.uk</a>
Attendance, children not in school and elective home education	Sarah Wintringham <a href="mailto:sarah.wintringham@northumberland.gov.uk">sarah.wintringham@northumberland.gov.uk</a>
Looked After Children	Tara Prescott, Deputy Virtual School Head Teacher <a href="mailto:Tara.Prescott@northumberland.gov.uk">Tara.Prescott@northumberland.gov.uk</a>
Early Help	Emma Walker, Early Help Team Manager <a href="mailto:Emma.Walker@northumberland.gov.uk">Emma.Walker@northumberland.gov.uk</a>
CPVA	Emma Walker, Early Help Team Manager <a href="mailto:Emma.Walker@northumberland.gov.uk">Emma.Walker@northumberland.gov.uk</a>
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	Jane Walker 07752782649 Carol Leckie <a href="tel:07584313178">07584313178</a>