Alderbrook School | Alderbrook Sixth Form

Safeguarding and Child Protection policy

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Introduction

1 This policy sets out how the Trust Board of Alderbrook School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 157 of the Education Act 2002

2 This policy relates to Child Protection and sits within a suite of other policies. The Policy applies to all staff (teaching and non-teaching), Trustees, volunteers, temporary and supply staff, and any adult working within the school. It will be reviewed annually by the Trust Board, and is in line with the requirements of Working Together to Safeguard Children (DfE, March 2018), Keeping Children Safe in Education (DfE, September 2023) and Inspecting safeguarding in early years, educations and skills settings Ofsted document (September 2019).

Aims

3 The aims of this policy are

- To ensure that all necessary internal and multi-agency child protection procedures are in place as required
- To give guidance to staff on how to respond in the event of a concern about a child
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific role
- To demonstrate the school's commitment to safeguard our students and create a culture of vigilance.

Principles

4 To ensure that all our students receive equal protection we will be particularly alert to the potential need of any student who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of honour based abuse such as Female Genital Mutilation or forced marriage;
- is a privately fostered child; and

- is persistently absent from education.

5 This school recognises its moral and statutory responsibility to protect and safeguard the welfare of students and young people entrusted to our care by establishing a safe environment in which children can learn and develop. The policy applies to all children up to the age of 18 years old, whose care and education comes within the remit of our school.

6 The staff and Trustees of the school are committed to establishing and maintaining an environment where students feel safe, secure, are encouraged to talk, and are listened to. We will ensure that students know that there are adults within the school, who they can approach if they are worried and that the principles of confidentiality are made clear to students and young people. The school promotes a positive, supportive and secure ethos, giving students a sense of being valued. We listen to students and respond to their needs. We share information in line with the appropriate protocols to ensure that all our students are safeguarded.

7 We recognise that staff in school are well placed to observe the signs of possible abuse because of the day to day contact with students, and need to be vigilant, always acting in the interests of the young person, whilst maintaining an attitude of 'It could happen here'. Staff are given a Safeguarding handbook at the start of each academic year and new staff receive the handbook when they start working.

8 The school recognises its responsibility to discuss with Children's Services' any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse or neglect, in accordance with the Solihull Local Safeguarding Children Partnership (Solihull LSCP) child protection procedures and to attend any child protection conferences, initial and review, core group meetings and child in need conferences that may be called. All staff receive appropriate training to ensure that these procedures are followed to meet statutory guidance.

9 This school recognises its duty to work with other agencies in protecting students and young people from harm and in responding to concerns about possible abuse. This includes agencies such as Children's Social Work Services, Police Public Protection Unit, Child and Adolescent Mental Health Services, Education Welfare Service, Educational Psychology Service and other agencies/services coming into school to support individual students/groups of students.

10 The school endeavours to ensure that parents/carers have an understanding of the responsibility placed on staff for child protection. This policy is made available to parents/carers on request and published on the school website.

11 The principles embedded in this policy link into a suite of other policies relating to: Health and Safety, RSE, Equal Opportunities, Special Educational Needs, Attendance, E-Safety, External Visitors.

The Trust Board

12 Our nominated Safeguarding Trustee is Mrs Suha Ahmad.

13 The Trust Board, which recognises its accountability for ensuring that the school has effective safeguarding policies and procedures in place for staff and children, will:

a. Ensure the school contributes to interagency working in line with 'Working Together to Safeguard Children' (DfE, 2018) by providing a co-ordinated offer of early help, working with Family Support Workers, contributing to multi-agency plans in order to provide additional support to students subject to child protection plans and allowing access Children's Services around Section 17 (Child in Need) or Section 47 (Child protection) responsibilities.
b. Ensure that the school's safeguarding arrangements comply with procedures and practices of Solihull Local Authority as part of interagency safeguarding procedures set up by Solihull Local Safeguarding Children Partnership (LSCP).
c. Ensure there is an effective Safeguarding and Child Protection Policy in place together with a Staff Behaviour Policy (Code of Conduct). Ensure that it adopts and reviews the Safeguarding and Child Protection Policy annually, that it is implemented and its use is monitored. The Safeguarding and Child Protection Policy is made available publicly.
d. Ensure that the school operates safe recruitment procedures in line with national and local statutory guidance and that it monitors the process.
e. Ensure that the school has a clear policy for managing allegations against adults who work with students and young people - and that it is implemented and monitored (including a nominated Trustee who will liaise with the Local Authority on issues of child protection and in the event of allegations of abuse made against the Headteacher).
f. Ensure that the Headteacher has appointed a member of staff of the school leadership team to the role of Designated Safeguarding Lead (DSL) for child protection which is clearly referenced in the staff member's job description.
g. Ensure the DSL for child protection undergoes updated child protection training every two years.
h. Ensure the Headteacher and all staff members undergo whole school child protection training in line with Solihull Local Safeguarding Children Partnership requirements.
i. Consider how students may be taught about safeguarding as part of a broad and balanced curriculum.
j. Ensure that the Headteacher has appointed a dedicated teacher for Looked After Children and Previously Looked After Children who has been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked After Children and Previously Looked After Children and engaging with the DSL.
k. Ensure the students' wishes and feelings are taken into account, as part pf the safeguarding response.
l. Ensure appropriate safeguarding responses to students who go missing from educational settings, particularly on repeat occasions.
m. Regularly review school premises to ensure that there is a safe environment and that where building work is taking place any additional risk assessments that are required are completed to take account of safeguarding arrangements.
n. Ensure the agenda of Trust Board meetings reflects safeguarding issues as and when appropriate.

Specific Safeguarding Roles in School

14 Specific roles in relation to Safeguarding are detailed in Appendix 7 of this policy. The nominated safeguarding Trustee is responsible for safeguarding and to champion good practice; to liaise with the Headteacher and to provide information and reports to the Trust Board.

15 The Designated Safeguarding Lead for Child Protection is a member of the Senior Leadership Team and is named as Ama Thandi (Assistant Headteacher: Pastoral). The Deputy DSLs are Selina Dempsey (Designated teacher for Looked After Children and Previously Looked After Children) and Emma Jones (Assistant Headteacher)

16 The Headteacher leads on safer recruitment work. (In the event of the recruitment of a Headteacher, Trustees will lead the recruitment.)

17 If staff have low level concerns about any adult working within the school this can be shared with either the Headteacher, Deputy Headteacher or DSL. All concerns will be shared with the Headteacher.

18 The case manager for dealing with allegations/concerns of abuse made against school staff members is the Headteacher who should be contacted directly and immediately in the event of a concern. If staff have any concerns about a member of staff this must be reported immediately, regardless of whether there is an allegation or not. The managing allegations against employees policy details the full procedures.

19 The case manager for dealing with allegations/concerns against the Headteacher is Chair of Trustees, who should be contacted directly and immediately in the event of a concern. The chair of Trustees can be contacted using her school email address, which can be found via the school's email directory.

20 The designated teacher for Looked After Children and Previously Looked After Children will liaise with the DSL as appropriate. There are also the following Leads:

- Personal, Social and Health Education lead
- Medicines in school lead
- First Aid Coordinator
- E-safety leads
- Preventing radicalisation (SPOC) lead
- Behaviour and anti-bullying lead
- Health and Safety leads
- Educational Visits lead
- Attendance lead
- Our local police community support officer (PCSO/SLO can be contacted on 101). In the event of an emergency, please dial 999 immediately.

21 Ama Thandi is the Designated Safeguarding Lead and is a member of the Senior Leadership Team. (See Appendix 2: The role of the DSL, SPOC & Deputy DSL)

22 In the absence of the DSL and the deputy DSLs the most senior member of staff in school will assume responsibility for any child protection matters that arise, in conjunction with the level 2 trained DSLs. (Appendix 5: Flow chart for raising safeguarding concerns about a child at Alderbrook School - 2023-2024)

23 The DSL will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the Designated Safeguarding Lead is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSL. Also, that they are aware of what happens once a concern has been raised.

24 Where appropriate the DSL will liaise with the DSL of the school(s) attended by the siblings of the child causing concern.

25 The DSL will keep a written record of any actions taken as a result of concerns raised (See Appendix 1: Reporting a safeguarding concern using My Concern and guidance for dealing with disclosures)

26 The DSL for Child Protection will ensure that the school's safeguarding and child protection policy is put on the agenda of the Trust Board once a year for discussion, monitoring, review and renewal.

27 The Trustees support the Designated Safeguarding Lead for Child Protection in carrying out her responsibilities as outlined in 'Keeping Children Safe in Education', (September 2022) and role in Job Description.

28 Where there is a student who is a care leaver in the Sixth Form, Selina Dempsey (DT LAC/PLAC) will liaise with the local Authority Personal Advisor that has been appointed, as necessary regarding any issues or concerns affecting the care leaver.

Responding and Referring

29 The statutory referral process is outlined in 'Keeping Children Safe in Education' (September 2022)

30 Any member of staff who has concerns about the safety or potential abuse of a student must report their concerns to the Designated Safeguarding Lead without delay. This includes allegations of child on child abuse, Child Sexual Exploitation, Child Criminal Exploitation, mental health and online safety. (See Appendix 3 Guidance from Keeping Children Safe in Education 2022 & additional guidance)

31 Members of staff should make a written account of any concern they have regarding the welfare or well-being of a student using the school process and procedures including making a note of any visible marks and injuries. (See Appendix 1: Reporting a safeguarding concern using My Concern and guidance for dealing with disclosures & Appendix 5: flow chart for raising safeguarding concerns about a child at Alderbrook School -2023-2024)

32 The DSL will need to make a professional judgement about what action needs to be taken, in accordance with the Solihull LSCP safeguarding procedure.

33 The DSL should feedback to the member of staff sharing the concerns any decisions that they make in relation to action to be taken. If the member of staff does not agree with the decision of the DSL and feels that a child is at risk of significant harm they have an individual responsibility to make a referral themselves, using the contact details in paragraph 56.

34 In accordance with the Local Safeguarding Children Partnership Procedures, the agreement of the family for a referral to Children's Services Multi Agency Safeguarding Hub (MASH) should normally be sought where possible. However, if it is felt that seeking any such agreement would increase the level of significant risk to the child, the matter should be discussed with the MASH team and their advice sought. This must not contribute to a delay in making a referral.

35 Where a DSL or member of staff makes a referral, they should include any information they have on the child's developmental needs and the capacity of the child's parent or carers to meet those needs.

36 If the outcome of the referral is below the threshold for statutory assessment, the school will support an early help assessment in partnership with other agencies. Early help in Solihull is allocated to the Family Support Teams (FST) they respond to referrals from MASH that require a level 3 response, where a family support worker is allocated, all level 4 responses are allocated to social workers. The teams comprise social workers and family support workers who will work closely to carry out focused and timely assessments. They utilise their specific skill sets to create a robust plan of intervention that is bespoke to the family's needs. The school support these plans.

37 Contact details for a referral for children residing in Solihull: Children's Services Referral and Advice Team:

Solihull:
Multi Agency Safeguarding Hub (MASH): 0121 788 4300
Emergency Duty team (EDT - out of hours) - 0121 605 6060
Early Help - Family Support Workers – 0121 788 4300

Birmingham:
Children's Advice and Support Service (CASS) team – 0121 303 1888
Emergency Duty team (EDT - out of hours) - 0121 675 4806

38 All referrals need to be confirmed in writing as soon as possible using the Children's Social Work Service Inter-Agency Referral Form online. The information collected is required under Data Protection 2018 in order for Children's Social Work Services to make a decision of referral. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing Practitioners to share information without consent.

39 Children outside of the Local Authority should be referred to the correct Local Authority using the correct referral form

40 If there is a professional disagreement regarding the outcome of a safeguarding referral the DSL should follow the LSCP professional disagreement protocol and escalate their concerns, informing the Headteacher of their intention.

41 The school will ensure that the relevant social worker is notified if there is an unexplained absence of a pupil who is currently subject to Section 47, child protection plan or Section 17 a child in need plan.

42 When discussing concerns in respect of a student who is Looked After by the Local Authority in addition to consulting with/referring to Children's Services the student's named social worker must be informed of the referral.

43 The school will ensure that appropriate member(s) of staff will attend any child protection meetings called by the Child Protection and Review Unit in respect of a student attending the school.

44 The school will ensure that a written report on the LSCP template is submitted to all initial and review Child Protection case conferences. This should be sent to the Child Protection Conference Chairperson, 48 hours prior to the conference at:

Child Protection and Reviewing Unit, West Mall,
Chelmsley Wood Town Centre, North Solihull. B37 5TN.
Secure email: cpru@solihull.gov.uk
Fax: 0121 788 4394

45 The School will ensure appropriate members of staff contribute to and attend core group meetings where students in school are subject to a Child Protection Plan or Child in Need plan.

Concerns relating to a member of the school staff or other person in a Position of Trust

46 Please refer to Whistle Blowing Policy, and the Managing allegations against employees policy for further information.

47 If the suspicions in any way involve a member of staff, the matter should be brought to the attention of the Headteacher immediately who will act in accordance with the local authority procedures i.e. by discussing the allegation with the Local Authority Designated Officer (LADO) as soon as possible. Simon Stubbs is the team leader of LADOs in Solihull, LADO referrals should be made via Telephone: 0121 788 4310 or by secure email to cpru@solihull.gov.uk (please put 'LADO referral' in subject line).

48 If the suspicion involves the Headteacher, the matter should be brought to the attention of the Chair of Trustees and advice needs to be sought from the LADO, this will be done by the Chair of Trustees.

49 The Headteacher or designated deputy Headteacher will attend any Position of Trust meetings relating to allegations or concerns against staff.

50 When an allegation or concern is raised about a member of staff, the school will make every effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated. The school will adhere to the reporting restriction from The Education Act 2002. Preventing the publication of any materials that may lead to the identification of the teacher who has been accused by, or on behalf of, a student within the school. These will apply until the accused is charged with an offence, or information is published by the appropriate authorities. These are dis-applied if the teacher goes public themselves.

Use of physical intervention

51 It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.

52 Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a student from:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any person (including the student themselves); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during the teaching session or otherwise.

53 Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the Trust Board to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil. The appropriate member of staff may report each such incident to the parent/carer of the student, when appropriate after the incident. The member of staff must not report the incident to a parent / carer if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent / carer of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives. All incidents where reasonable force is used must be logged in sims by the Pastoral team and the staff member must email Ama Thandi with incident reports, so they can be logged and recorded.

54 The school follows the guidance Use of reasonable force Advice for headteachers, staff and governing bodies (DfE, July 2013). There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Students with SEND are supported in order to minimise the need to physically restrain to manage extreme behaviours.

Abuse of Trust

55 The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a student by virtue of the work or nature of the activity being undertaken.

56 The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

57 The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent / carer, child or young person will be listened to and taken seriously in accordance with Solihull's procedures for those working with children.

58 'Grooming' a child or person under 18 with a view to a future sexual relationship is an offence.

E-safety (Online safety)

59 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

60 Staff will receive appropriate safeguarding and child protection training (including online safety) annually. This includes training on the risks of abuse online as well as in day to day life, as in many cases abuse will take place concurrently via online channels and in daily life. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Sexual, Child Sexual Exploitation, Child Criminal Exploitation, child on child and other types of abuse can take place online, and technology can be used to facilitate offline abuse.

61 The school takes responsibility to educate students and teach them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. Parents / carers will be included as much as possible in this process so that they can ensure that any access the students have to computers and the internet at home is safe.

62 Appropriate photographs are taken of students to capture a curriculum activity or a celebration of school life using school equipment but permission will be sought from parents / carers beforehand. Staff will not use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of students from this school. An exception to this practice will be that named staff may be authorised by the Headteacher to bring their own camera into school without a memory card. Any images taken for school business will be recorded onto a school memory card. All images will only be stored, edited or archived onto school equipment.

63 Staff will not communicate with students through personal email accounts, social networking sites, on educational matters, but will use official email and networking sites approved by the Headteacher. Staff will be circumspect in their use of social networking sites and will not discuss school business or school issues on their personal social networking site. The school does not condone staff accepting students or ex-students as 'friends'. The school does not condone staff sharing personal details with students via any form of social media. Great care and consideration will be taken if staff make an exception to this guidance and they will account to the Headteacher for their decision, for example if the young person is also a family member.

64 The school has a strict no mobile phone policy for students.

Filtering and Monitoring

65 For further policy issues in relation to E-safety refer to the School's E-safety policy, including the onsite filtering service.

66 Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

67 Levels of access and supervision must be appropriate for different sections of the school community and systems should be in place to adapt the access level according to staff / students' specific areas of study or needs. The internet filtering system will be managed by the ICT support staff in discussion with the senior management team. All Safeguarding concerns are shared with the Safeguarding team.

68 The school uses a system for web filtering and monitoring. Certain categories of websites are blocked for all users such as pornography and gambling, or abusive and extremist sites. Additional websites may be blocked or allowed depending on user type and curriculum requirements at the time.

69 Staff, students and governors are required to use the school provided email which is filtered for viruses, malware, offensive and distressing material by Solihull MBC. This is provided for everyone's protection and safeguarding.

70 The network infrastructure (wired and wireless) is protected from internet penetration by the SMBC firewall plus the onsite firewall. Wireless access is protected for domain devices and domain users. A guest SSID (wireless network) is provided to allow school visitors internet access only.

71 Classroom computer management is conducted through NetSupport School which provides real-time viewing of student screens, program white-list and black-list and Internet white- list and black-list.

72 All student activity is monitored on the school PCs – this includes all website activity, emails, created and received files, typed entries and printing. The monitoring system will look for rude, offensive, racist, extremist or other material that might cause concern such as self-harm and bullying. User activity including username, date time and site visited is automatically monitored and logged by the servers. Archives of all activity are maintained for six months.

73 Emerging technologies will be examined for their educational benefit. Then a risk assessment and appropriate staff training will be carried out before use is allowed.

Record Keeping: General principles

74 The importance of good clear child welfare and child protection record keeping has been highlighted in the learning from serious case reviews. Good up to date record keeping of concerns and action taken is essential for two main reasons:

- It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating a safeguarding or child protection concern.
- It helps schools monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice

75 A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person or noticing signs or symptoms of possible abuse in a child or young person, will make a written record as soon as possible recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and

times of events should be recorded as accurately as possible, together with a note of when the record was made. (See Appendix 1: Reporting a safeguarding concern using My Concern and guidance for dealing with disclosures)

76 A record should be made of any visible marks or injuries to a student that give cause for concern. This may be completed on a body map (See Appendix 1: Reporting a safeguarding concern using My Concern and guidance for dealing with disclosures). The student should not be examined intimately, asked to remove any clothing or pictures taken of any injuries/marks.

77 All records must be reported via My Concern and a name, date and time stamp will be taken when a member of staff logins in to report the concern. Where a disclosure is being made students MUST NOT be asked to make a written statement themselves or to sign any records.

78 All records of a child protection nature (handwritten or typed) should be given to the DSL. These should be filed in individual student files in chronological order and a chronology of significant events should be maintained.

79 Access to any records and details of a case will be on a 'need to know 'basis decided on a case by case basis, to enable those people to take appropriate steps to safeguard the student or to carry out their own duties.

80 Any contact with other agencies must be recorded as should the rationale for sharing or not sharing information, based on guidance "Information sharing: advice for Practitioners providing safeguarding services (DfE, 2018)".

81 We follow the flow chart for when and how to share information, which can be found in Information sharing: advice for Practitioners providing safeguarding services (DfE, 2018, page 12)

82 Child Protection and Safeguarding records are held securely, separate from the main student file, and in a secure place.

83 The DSL will need to be aware whether the student has any sibling(s) at other schools or early years settings and consider whether information is such that it should be shared with that other setting.

84 Where a student leaves the school, the DSL will ensure their Child Protection file is transferred to the new school or College as soon as possible. This file should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

85 All incidents of child on child abuse will be recorded and stored in the same way as Child Protection records.

Evaluating and Monitoring Process

86 The DSL/SLT/Trustees will undertake regular quality assurance checks on child protection cases, files and processes in school (See Appendix 4: An audit tool for designated members of staff for child protection /SLT/Trustees for auditing in school recording).

Alternative Provision

87 When a student is educated off site by an alternative provider, the school will continue to be responsible for their safeguarding. The school will ensure that written confirmation is received

from the provider that the appropriate safeguarding checks have been carried out for individuals working within their establishment.

Transfer of Child Protection records

88 When a student who has a child protection plan leaves the school and/or transfers to another school, the DSL will inform the student's new school before the student is due to start and discuss with the student's social worker the transfer of any confidential information the school may hold.

89 When a student who has a child protection file in school leaves a school and transfers to a new school (mid-year transfer/ infant to Junior/Primary to secondary/Secondary to year 12) the DSL of the current school should review the child protection file and should pass the following to the DSL of the new school :

- Any current safeguarding concerns that are being monitored, or have been monitored
- Any child protection referrals or records of advice sought from Children's Services (current and historical)
- Any Child Protection Conference minutes (current and historical)
- Any information relating to the time the student was subject to a child protection plan (current or historical)

90 The following information should be dealt with in line with the schools file retention policy:

- Any historical information such as monitoring notes that is older than the current academic year and did not result in either a discussion with Children's Services for advice or a child protection referral
- When a student is educated off site by an alternative provider or is Dual Registered the DSL for the home school should assess what information the DSL for the provision where the student attends requires based on amount of time the student spends at the other provision and what the nature of the provision is. Where appropriate the DSL at the alternative provision will receive a copy of the student's child protection file as detailed above.
- When a student ceases to be of statutory school age or leaves college their records should be retained by the said establishment until the young person's 25th birthday.

Supporting Students

91 The school will support students in accordance with his/her agreed child protection plan or child in need plan.

92 The school will notify any concerns about a student who has a child protection plan or is known to have an allocated social worker to the student's social worker or in her/his absence the manager or a duty officer in the team.

93 We recognise that children and young people who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through the content of the curriculum and the school ethos of valuing the student. If the school is made aware of any domestic violence we may use the DASH risk checklist, it is a

tried and tested way to understand risk for an adult. DASH stands for domestic abuse, stalking and 'honour'-based violence. It is based on research about the indicators of high-risk domestic abuse. We may also use Barnardos' Domestic Violence Risk Identification Matrix (DVRIM) this is a multi-agency tool to assess the risk to children living in a household where domestic violence is present. Having used the tools they may indicate that a referral to MARAC (Multi-Agency Risk Assessment Conference) may need to be made. Further advice can be found in the Safeguarding Leads Handbook - http://www.solgrid.org.uk/safeguarding

94 Private Fostering – A young person under the age of 16 (or 18 if disabled) is cared for and provided with accommodation, for 28 days or more by someone who is not their parent, guardian or close relative. If private fostering is disclosed or discovered, the DSL must report this to the Local Children's Safeguarding Board.

Supporting students with SEND

95 The school recognises that additional barriers can exist when recognising abuse and neglect for children with special educational needs and disabilities, Jo Wright (Head of Inclusion: SENDCo) has attended Level 2 Safeguarding training, to ensure child protection and safeguarding concerns are identified early for students with SEND.

96 The school recognises that additional barriers can exist when recognising abuse and neglect for children with special educational needs and disabilities. Children with special educational needs and disabilities (SEND) and/or physical health issues can face additional safeguarding challenges, both in relation to their vulnerability to possible abuse and neglect and also in terms of being able to report such incidents. These challenges, can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

97 Students with SEND receive additional pastoral support from the Student Development department

Child on child abuse

98 All staff need to be aware that children can abuse other children (often referred to as child on child abuse), and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

99 Staff have received training and understand the importance of challenging inappropriate behaviours between peers. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in

worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

100 Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

101 All behaviour of this nature must be reported to the DSL using the school protocol (See Appendix 1: Reporting a safeguarding concern using my concern and guidance for dealing with disclosures). All incidents will be recorded as per the section on Record Keeping: General principles points 63 – 75.

102 When incidents of this nature are reported, the alleged victim will immediately be reassured that they are being taken seriously and that they will be supported and kept safe. We will

- Support the victim and alleged perpetrator
- Sign post student and family to local support
- Complete a thorough investigation
- Decide, if appropriate, to report to police or Children's Services
- Decide on support and consequences
- Discuss with parents/carers if we believe this will not put the students at risk of harm

103 Any reports of sexual harassment should be considered on a case-by-case basis. This may include the wishes of the victim, nature of the incident, ages of the students, development stages of the students, any power imbalance, one-off or substantiated abuse or on going risk tot his students (or others). The risk and needs assessment should consider:

- the victim, especially their protection and support;

- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school

104 All incidents are dealt with on a case-by-case basis, with the designated safeguarding lead taking a leading role, and liaising closely with the Headteacher. The DSL will use their professional judgement and may require support by other agencies, such as children's social care and the police. Careful consideration will be given, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, by providing pastoral support.

105 Where a report of rape or assault by penetration is made, the DSL will always report this to the police.

106 Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. Support can include:

- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.
- Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.
- Child and adolescent mental health services (SOLAR).
- Rape Crisis Centre's can provide therapeutic support for children who have experienced sexual violence.
- Internet Watch Foundation (to potentially remove illegal images)

107 The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence. The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. Schools and colleges should carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so.

108 The school will also support the alleged perpetrator as it is also likely they are going to require ongoing support for what will have likely been a difficult experience. Support and sanctions will be considered on a case-by-case basis.

109 Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. More details are provided in Appendix 3.

110 In order to be considered a safeguarding allegation against a pupil, some of the following features are likely be found:

- Physical Abuse – forcing others to use drugs or alcohol

- Emotional abuse – blackmail or extortion, threats and intimidation
- Sexual Abuse – indecent exposure, indecent touching or serious sexual assaults. Forcing others to watch pornography or take part in sexting
- Sexual Exploitation – encouraging other children to attend inappropriate parties, photography or videoing other children performing indecent acts.

111 If an allegation of a safeguarding nature is made against students by others in the school, it must be reported to the DSL using the school protocol (See Appendix 1: Reporting a safeguarding concern using My Concern and guidance for dealing with disclosures).

The Curriculum

112 The curriculum, and in particular the statutory personal, social and health education development strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in students and in developing preventative strategies to ensure their own protection and that of others.

113 Opportunities are provided for students to develop the skills and strategies they need to stay safe from abuse, including online abuse. Clear advice and guidance are built into the curriculum to ensure that students understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse. There are a number of assemblies, life ready days and PSHE lessons that are used to support students' understanding.

114 Students are taught through form time, assemblies, PSHE, Life Ready Days and subject areas about keeping themselves safe, recognising risks and keeping away from harm. This includes knowing how and where to get help. We have outside agencies that deliver age appropriate sessions and this is built is as part of the broader curriculum.

Training

115 We recognise that all staff have a key role to play in identifying and referring child protection concerns early and providing help for children and young people. All staff and volunteers (including Trustees) are given appropriate child protection training and induction that includes training on how to recognise signs of abuse and how to respond to any concerns. The school is committed to supporting and training all staff in matters of child protection.

116 The DSL provides at least an annual briefing to the school to provide staff with any updates on changes to child protection legislation, procedures and relevant learning from key serious case reviews.

117 All staff will be issued with a copy of part 1 of 'Keeping Children Safe in Education' (September 2022) and Annex A (which provides more information of specific forms of abuse and safeguarding issues). All staff complete a questionnaire or sign a document to state they have read and understood KCSIE part 1, to demonstrate their understanding of our responsibility towards Keeping Children Safe in Education. Any misconceptions are addressed with staff.

118 The Trustees will ensure that all staff receive appropriate induction and training to equip them to carry out their responsibilities for child protection effectively as prescribed in government guidance (Section 157 of Education Act 2002) and in accordance with the standards set by the LSCP competency framework.

119 Staff who join the school throughout the school year will be made aware of the child protection processes and procedures and will receive training as part of their induction. The induction training will usually be carried out by the DSL or the deputy DSL.

120 The Trust Board will ensure that the Designated Safeguarding Lead for Child Protection attends the multi-agency safeguarding Level Two training organised through the LSCP or other high-quality advanced training within 12 weeks of taking up their responsibilities and that the DSL subsequently attends appropriate training on a 2 yearly basis in accordance with government guidance. The school will ensure that its DSL attends the DSL Annual Training Conference at least once every other year.

121 The school will ensure that all interview panels have at least one panel member trained in safer recruitment practices.

122 A written Code of Staff Conduct is shared with all staff and forms part of induction for new staff.

Safer Recruitment of staff and volunteers

123 Good practice guidance as outlined in 'Keeping Children Safe in Education' (September 2022) and by Solihull's Human Resources Section should always be followed in respect of creating a safe working environment in school.

124 The school will ensure that safer recruitment practices are in place and followed in checking the suitability of all staff and volunteers to work with children, including relevant members of the Trust Board. Evidence of these checks (the Single Central Record) will be maintained as required by the current guidance.

125 Before using the Disclosure and Barring Service (DBS) update service, the school must gain consent, check the identity of the person and see original DBS certificate, checking that it is appropriate and at the correct level (e.g. Enhanced)

126 When the school has fee-funded trainee teachers we ensure that the training providers have carried out all appropriate check, and we request this in writing. The details of these trainees are not to be kept on the school's SCR.

127 Where issues of concern arise regarding any person working with children, these need to be discussed with the Local Authority Designated Officer (LADO) in accordance with LSCP procedures.

128 The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test (A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult) is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; or
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

129 We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:

- The level of supervision required while on site
- The level of vetting in relation to the purpose of the visit

Equal Opportunities, Monitoring and Review

130 We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

131 With reference to the Equality Act 2010, we collect, analyse and use data to ensure there is no discrimination towards any students based on protected characteristics.

132 There is no perceived increased risk to discrimination that may result from the implementation of this policy.

Useful contacts

133 The following contacts may be used when necessary:-

Children's Services Multi Agency Safeguarding Hub, Child Protection and Court team, (0121 788 4300– Out of hours 0121 605 6060)

Child Protection and Review Unit: 0121 788 4310

PREVENT: Referral email address: prevent@westmidlands.pnn.police.uk Contacts for Support: WMCTU Eastern Prevent Team: 101 ext.: 831/3022/3023/3024/3025/3026 WMCTU Prevent Team: 0121 251 0241

The Family Support team at Solihull is allocated to the Family Support Team 0121 788 4300

Supporting Documents

134 The following supporting documents may be used when necessary:-

Local Safeguarding Children Board Procedures

Keeping Children Safe in Education (September 2022)

Working Together to Safeguard Children (2018)

Alderbrook School's e-safety policy

Statutory Framework for the Early Years Foundation Stage (September 2014)

The use of force to control or restrain students (2013)

Solihull MBC Managing allegations against employees who are in a position of trust policy

Ofsted – Safeguarding in schools: best practice

Ofsted – Briefing for section 5 inspectors – safeguarding children.

What to do if you are worried a child is being abused (2015)

This document contains some examples of the different types of safeguarding issues.

Success Criteria

135 The school will be satisfied that this Policy is working effectively if

- Staff, when questioned feel confident that they know what to do, or who to contact, when they have safeguarding concerns.
- Scrutiny of safeguarding records confirms that safeguarding procedures set out in this policy are being consistently followed.
- Staff, when questioned believe that safeguarding procedures set out in the policy are being consistently followed throughout the education provision.
- The content of the policy remains up to date with reference to statutory guidance, relevant legislation and local guidance.

Appendix 1 – Reporting a safeguarding concern using My Concern and guidance for dealing with disclosures

Reporting a safeguarding concern using My Concern and guidance for dealing with disclosures

When reporting a safeguarding concern – Use 7Rs for guidance on reverse side

All staff to report concerns using My Concern. As soon as you become aware of a Safeguarding concern, you must speak to a member of the safeguarding/pastoral team to share your concerns verbally, **immediately**. **DO NOT send an email.** You must then log onto My Concern and put your concerns in writing **without delay.**

Volunteers and visitors must complete the paper referral form and copies can be found be collected from pupil reception. This can be done once they have shared their concerns verbally with the Safeguarding team. The Safeguarding team are located in pupil reception and in the pastoral manager's office.

www.myconcern.education

Reporting a Concern

Login – then click on report a concern. If you cannot remember your password you can click "forgotten password"

You will then be asked the following:

Name(s) of Pupil(s) – start typing a name and the student will appear

Concern Summary – Describe the type of concern/incident followed by a brief summary

Concern Date/Time – data and time reported

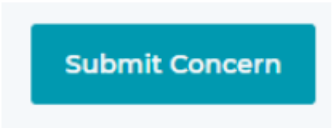
Details of Concern – add more details:

- What happened?
- Who was involved?
- Where did it happen?
- When did it happen?
- Has anyone else been told?

Location of Incident – add the location of the incident

Action taken – please describe the actions you have taken

Attachment – add any documents that you feel are relevant to the concern

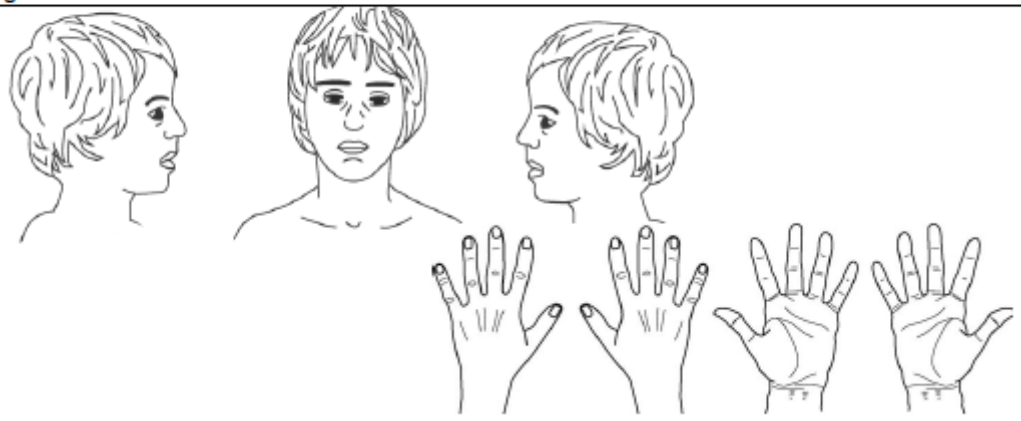


Safeguarding concern form and Guidance for dealing with disclosures

Safeguarding Concern form – Use 7Rs for guidance on reverse side

To be completed by a volunteer/visitor when they become aware of any safeguarding concerns. The completed form should be handed to the DSL or Pastoral Manager without delay.

Name of child:	
Year Group:	**Class/tutor group:**
Name and role of person making this record:	
Date:	**Time:** **Room:** **Any Others present:**
Nature of incident/concern/disclosure: DO NOT promise confidentiality; establish facts. **(Include any relevant background and any injuries/marks. These should also be recorded on the body map below).** What happened? Who was involved? Where did it happen? When did it happen? Has anyone else been told?	
What the child said in their own words:	
Observations made /Professional opinions: **Please make distinction between fact and opinion**	
Action taken by person making this record **Signature** **Date**	



The Seven R's - Guiding Principles for all staff and volunteers for dealing with Disclosures

The Seven R's provides staff with clear guidance on how to act in the event of a concern or disclosure: Receive, Reassure, Respond, Report, Record, Remember, Review.

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only as far as is honest and reliable
- Do not make promises you may not be able to keep, e.g.: "I'll stay with you", or "everything will be alright now" or "I'll keep this confidential"
- Do reassure, e.g.: you could say "I believe you", "I am glad you came to me", "I am sorry this has happened", "We are going to do something together to get help"

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions, i.e.: "did he touch your private parts?" or "did she hurt you?". Such questions may invalidate your evidence (and the child's) in any later court proceedings.
- Instead, make use of open ended questions which offers the child the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure. Open questions may use how? When? Who? Where?
- Questions beginning with the phrases "tell me", "describe" or "explain" are useful: Tell me what happened, tell me who was there
- Explain what you mean when you say
- Describe the place to me
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the designated safeguarding lead (DSL) as soon as possible. If you are unable to contact your designated safeguarding lead, deputy designated safeguarding lead, or most senior member of staff, and the child is at risk of immediate harm, contact MASH on 0121 788 4300
- If you are dissatisfied with the response from the DSL or children's social work, you should ask for the decision to be reconsidered, giving your reasons for this.
- A formal referral or any urgent medical treatment must not be delayed by the unavailability of designated staff

Record

- If possible, make some very brief notes at the time and write them up as soon as possible. Keep your original notes on file.

- Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words
- A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event.
- Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'
- A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. The child should not be examined intimately or pictures taken of any injuries / marks.
- All records must be signed and dated clearly with the name of the signatory clearly printed.
- Children MUST NOT be asked to make a written statement themselves or to sign any records.
- All records of a child protection nature (handwritten or typed) are passed immediately to the PM / DSL.

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?

Appendix 2: The role of the DSL, SPOC and Deputy DSL

The role of DSL

- To be a member of the leadership team having status and authority
- Taking lead responsibility for safeguarding and child protection
- This role is integral to their job description
- Training and time will be provided for this role to be discharged appropriately
- Support and provide advice for all staff on child welfare and protection matters
- Take part in strategy discussions and inter-agency meetings, or support others to do so
- Manage referrals of suspected abuse and neglect to Children's Social Care
- Support other staff who make referrals to Children's Social Care
- Refer cases to the Channel Programme and MASH (if meet threshold) where there is a radicalisation concern - work closely with the SPoC
- Support other staff who make referrals to the Channel Programme and raise concerns about radicalisation - work closely with the SPoC
- Refer cases where a person has been dismissed or left due to risk/harm to a child to the DBS
- Refer cases where a crime may have been committed to the police
- Keep Headteacher appraised of ongoing child protection cases, section 47 of the Children Act 1989
- Liaison with staff and other agencies on matters that may result in a referral being made
- Take part in ongoing training to develop knowledge and skills to keep up to date with changes
- Work with LA to understand the assessment processes for engaging early help
- Attend and contribute to child protection cases when required to do so
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Be alert to the needs of children in need (level 4 - CIN CP LAC), SEND, young carers and others
- Keep detailed, accurate, secure written records of concerns and referrals
- Encourage a culture of listening to children, taking account of their wishes and feelings, among all staff, for all safeguarding and child protection concerns
- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the child protection policy is reviewed annually. The procedures and implementation protocols are updated regularly working with the named Trustee to achieve this.
- Ensure the child protection policy is available publicly and parents / carers are made aware of the fact that referrals about suspected abuse or neglect may be made by staff at the school
- Keep up to date with training offered by the LA and other high quality training and latest local policies available from the Local Authority for safeguarding children
- When a pupil leaves, ensure child protection files are transferred to the new school as soon as possible, separately from the main student file, ensuring safe transit to a named person, obtaining a confirmation of receipt
- During term time the DSL, the deputy DSLs or another nominated person, should always be available during school hours for staff to discuss any safeguarding concerns.
- Non-urgent concerns arising outside of school hours or in the holidays can be emailed to the DSL or you can notify the DSL in person on the next working day.
- If you have an urgent concern (immediate danger or risk of harm) and cannot contact the DSL you must refer this directly to Children's services 0121 788 4300(out of hours 0121 605 6060) or the police 999. Any member of staff can do this. Please let the DSL know as soon as possible when this has happened, so the case can be followed up appropriately.

The Role of Deputy DSL

- To be trained to the same level as DSL
- Carry out all actions above as delegated by DSL
- The ultimate responsibility for child protection lies with the lead DSL and should not be delegated

The role of Single Point of Contact (SPOC)

- Undertake training updated at least every two years
- SPOC to undertake Prevent awareness training
- Provide advice and support for staff for the Prevent Duty to protect children from the risk of radicalisation

Appendix 3 - Types of abuse and neglect

Guidance from Keeping Children Safe in Education 2022 and additional guidance

Abuse

1 a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Physical abuse

2 a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Emotional abuse

3 the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only 136 insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

4 involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

Neglect

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

Mental Health

6 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school. Children Absent from Education

7 A child going missing or absent from education is a potential indicator of abuse. A dedicated Attendance Officer will monitor and report instances of children missing education, working in conjunction with an EWO to ensure children are safeguarded and that vulnerable children are not exposed to risk. The Local Authority will be informed of any student to be deleted from the Admission register. In addition, the Local Authority will be informed of students failing to attend school regularly or if they are absent for a continuous period of 10 days or more, in line with the 'Children Missing from Education: Statutory guidance for Local Authorities' (September 2016)

8 All staff should be aware that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. IIt may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children absent from education procedures.

9 All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect 145 such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, socalled 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedures.

Children with family members in prison

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

Child abduction and community safety incidents

11 Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

12 Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

13 As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep

themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

14 It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

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

15 We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

16 In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator

17 Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

18 Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources

19 Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

20 Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

21 Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

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

County Lines

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

23 Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

24 Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

25 A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing

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

Modern Slavery and the National Referral Mechanism

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

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

Cybercrime

28 Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include: unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and, making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above

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

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

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

Domestic Abuse

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

33 Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

34 Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

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

36 Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

37 Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.
- Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk)(includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

Homelessness

39 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include

household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

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

41 In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: here.

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

42 So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

43 If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers150 that requires a different approach (see below).

Female Genital Mutilation (FGM)

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

45 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

46 Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.151 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Forced marriage

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

48 The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

49 In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Radicalisation (PREVENT)

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

51 Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

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

53 The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

54 Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

55 Solihull PREVENT group has issued the following guidance to all schools "Preventing children and young people being drawn into extremism: how to address concerns around the welfare of an individual or groups of children and young people" – Solihull Toolkit 'Understanding the Far Right and the Extreme Right'. (See Appendix 6: Referral flow chart for radicalisation concerns)

Contextual safeguarding

56 When safeguarding concerns are reported the safeguarding team will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Extra-familial harms take a variety of different forms and children can be vulnerable to

multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Sexual violence and sexual harassment between children in schools and colleges

57 Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

58 Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable

59 It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of this guidance. In KCSIE 2022

60 Staff should be aware of the importance of:

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

61 We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with by the schools Behaviour Policy.

62 Staff are made aware that there are certain behaviours that put students at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

63 Staff are made aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and

Sexual Violence

64 It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003111 as described below:

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

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

Sexual Harassment

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

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

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

68 Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.140 As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
- sharing of unwanted explicit content;
- upskirting (this is now a criminal offence);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

The response to a report of sexual violence or sexual harassment

69 The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Upskirting.

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

71 Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

72 The school will educate students about Sex and Relationships education (SRE) through assemblies, Life Ready Days, PSHE and form time.

73 Staff are made aware of the importance of challenging and reporting:

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

Consensual and non-consensual sharing of nudes and semi-nude images

74 The term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be

via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.
Sharing nudes and semi-nudes: advice for education settings working with children and young people

75 Types of incidents may include:

- a person under the age of 18 creates and shares nudes and semi-nudes of themselves with a peer under the age of 18
- a person under the age of 18 shares nudes and semi-nudes created by another person under the age of 18 with a peer under the age of 18
- a person under the age of 18 is in possession of nudes and semi-nudes created by another person under the age of 18

76 It is illegal to send or be in possession of indecent images or videos of people under the age of 18 (Protection of Children Act 1978 and Criminal Justice Act 1988). If an incident of sexting is reported, DO NOT view the image. Report to the DSL who will investigate the incident.

77 The document Sharing nudes and semi-nudes: how to respond to an incident' (UKCIS, 2020), provides more detailed information.

78 The school has a strict no mobile phone policy.

Appendix 4 - An audit tool for designated members of staff for child protection/SLT/Trustees for auditing in school recording.

Date of Audit

Completed by

Section 1 : Are case records up to date?

From a sample of _____(inset number) of child protection files:

Child ID (eg child 1, or child A)	**Date of last recording**	**Comments**

Section 2 : Is the child's voice /experience included in the record?

Area	**Comments**
The impact on the child is clearly recorded?	
The child's views are clearly recorded in their own words?	

Section 3: Facts and professional judgements are distinguished in the record

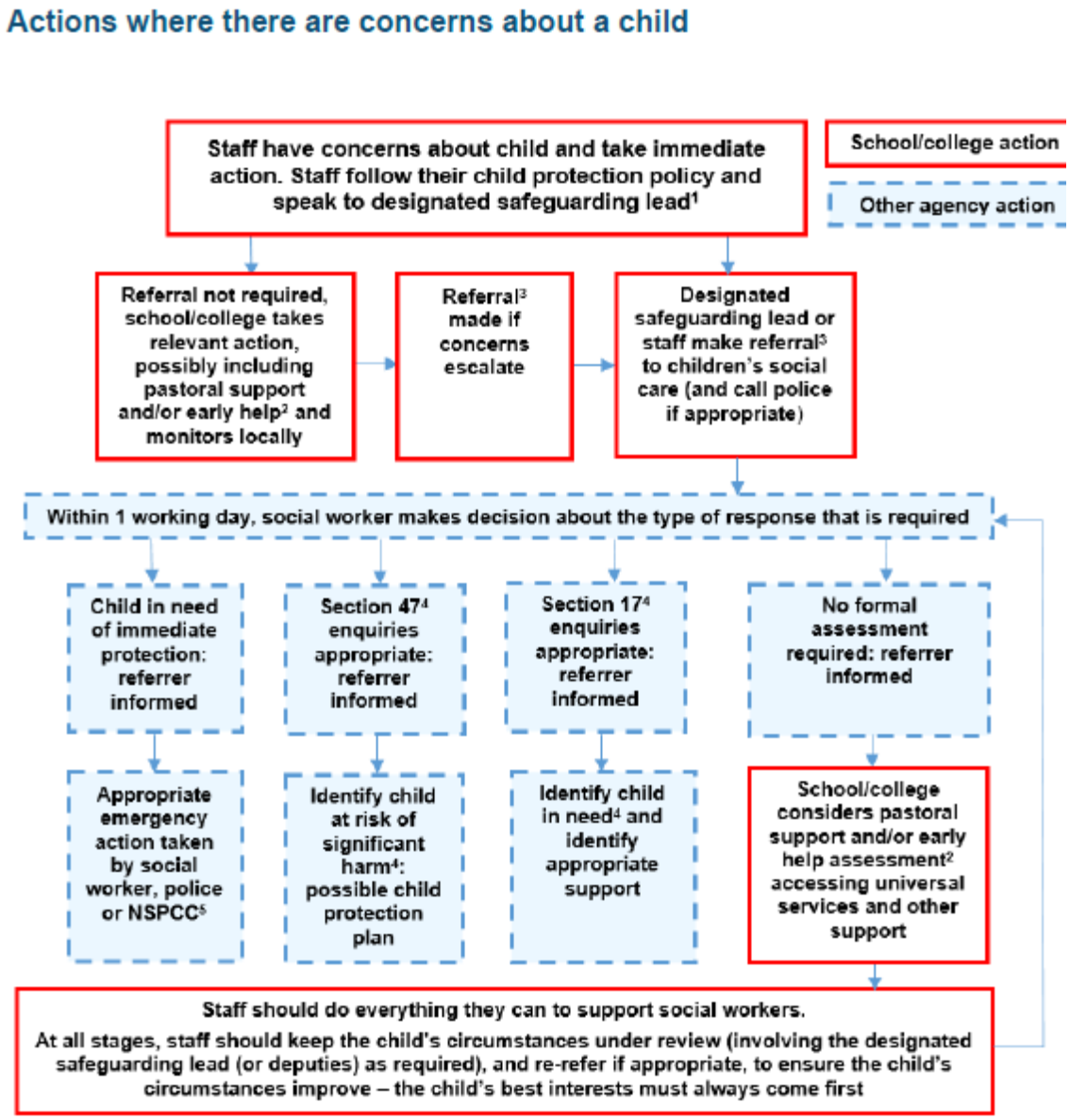
Area	**Comments**
Does the author differentiate clearly between facts and professional judgements?	
Would someone else reading the file understand the reasons/evidence underpinning professional judgements	
Is it clear what/who the sources of information are?	

Section 4: File Structure

Area	Comment
Are all entries dated and signed?	
Does the file contain a chronology of events?	
Is information repeated in more than one place in the file?	
Where information is repeated is there a clear reason for this?	
Are entries/previous files cross referenced	

Actions / Follow up

Appendix 5: Flow Chart for Raising Safeguarding Concerns



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

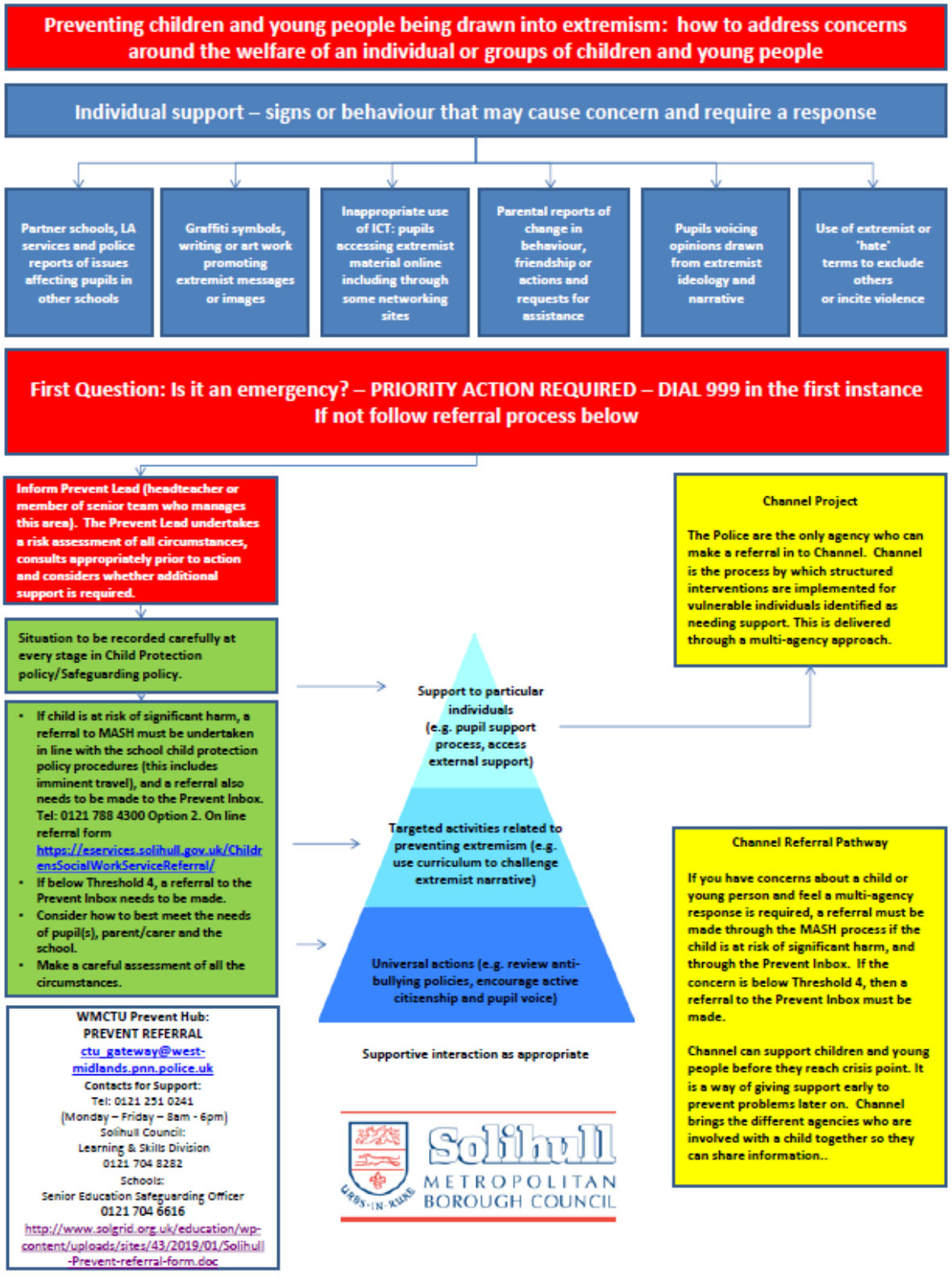
[2] Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the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

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

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

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

Appendix 6 – Referral flow chart for radicalisation concerns



Appendix 7 - Specific Safeguarding Roles in School

1. There is a nominated safeguarding Trustee is Mrs Kelly Pougher. She is responsible for safeguarding and to champion good practice; to liaise with the Headteacher and to provide information and reports to the Trust Board.

2. The lead Designated Safeguarding Lead is Ama Thandi who is a member of the Senior Leadership Team. Deputy DSL are Emma Jones and Tim Stent.

3. The Headteacher Tom Beveridge and Deputy Headteacher (Tim Stent) lead on safer recruitment work.

4. The case manager for dealing with allegations/concerns raised of abuse made against school staff members is the headteacher, and should be contacted directly and immediately in the event of a concern. The managing allegations against employees' policy details the full procedures.

5. The case manager for dealing with allegations/concerns raised against the Headteacher is Mrs Annette Scott the Chair of Trustees, who should be contacted directly and immediately in the event of a concern. The Chair of Trustees can be contacted using her school email address, which can be found via the school's email directory.

6. The designated teacher for Looked After Children and Previously Looked After Children is Ms Selina Dempsey who will liaise with the DSL as appropriate.

7. The Personal, Social and Health Education lead is Mr Steve Aylin.

8. The Medicines in school lead is Ms Dipti Mistry. The Principal First Aid lead is Ms Dipti Mistry.

9. The E-safety leads are Mr Tom Beveridge, Ms Ama Thandi, Mrs Karen Fisher and Mr John Howlett.

10. The Preventing radicalisation (SPOC) lead is Ms Ama Thandi.

11. The Behaviour and anti-bullying leads are Mr Tim Stent and Ms Emma Jones.

12. The Health and Safety leads are Mr Tom Coggan and Mr Tom Beveridge. The Educational Visits lead is Mr Jamie Scott.

13. The Attendance lead is Mr Michael Wade.

14. Our local police community support officer (PCSO) is Rob Moreton and PC Naiyer Khan is our School Liaison Officer (SLO) who can be contacted on 101 ext. 8913044. In the event of an emergency, please dial 999 immediately.

15. The Designated Safeguarding Lead for Child Protection (DSL):

    - Ama Thandi is the Designated Safeguarding Lead for Child Protection and is a member of the Senior Leadership Team. (See Appendix 2: The role of the DSL, SPOC & Deputy DSL)
    - The school has identified Tim Stentand Emma Jones as the Deputy Designated Safeguarding Lead for Child Protection and Ama Thandi is the SPOC lead.