Revised: 03/11/2023

OVERSTONE PARK SCHOOL

Overstone Park School Safeguarding and Child Protection Policy and Procedure

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Reviewed By:

Mrs M F Brown (Principal)
Mrs D York (DSL)
Miss A West (DSL)

Revised: 03/11/2023

Safeguarding and Child Protection Policy and Procedure.

The safety and wellbeing of our pupils is our number one Priority.

Safeguarding and protecting our pupils is the responsibility of all staff, volunteers and third parties to ensure that we maintain a culture of safeguarding and protection at Overstone Park School.

Overstone Park School
Overstone Park
Overstone
Northampton
NN6 0DT

(01604) 643787

Company Number: 0731014

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1. Safeguarding at Overstone Park School

1.1 Our duties and responsibilities

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

All staff are made aware of systems within school which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- **child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)**

- **behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)**

- **staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing**

- **safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.**

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring information) at induction. The training is regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and we continue to provide them with relevant skills and knowledge to safeguard children effectively.

Whole school approach to safeguarding

The school proprietors will ensure that they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Our commitment is to safeguard and promote the welfare, health (including mental health) and safety of our pupils by creating and maintaining an open, safe, caring and supportive atmosphere. This includes:

- **Proactively teaching pupils about safeguarding.**
- **Ensuring that systems and procedures are in place to protect pupils.**
- **Acting in the best interests of the child.**

It is essential that everybody working in Overstone Park School understands their safeguarding responsibilities. The proprietors ensure that those staff who work directly with children read at least Part one of this guidance.
This includes senior leadership teams.

Reference to "governing bodies and proprietors" includes management committees unless otherwise stated.

A condensed Part of the KCSIE can be found at Annex A of the guidance. We think that it is appropriate for those staff not working directly with children to receive a copy of the condensed version.

Annex B must also be read by school leaders and those who work directly with children.

We have also sent the relevant staff the Annexes below: -

Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex. This has been sent to all staff.

Annex C: Role of the designated safeguarding lead At Overstone Park School proprietors have ensured that ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.143 The designated safeguarding lead take lead responsibility for safeguarding and child protection (including online safety). This is explicit in the role holder's job description.

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

All staff are aware of systems within their school which support safeguarding, and these should be explained to them as part of staff induction.

This includes the:

- **child protection policy, which should amongst other things also include the policy and procedures to deal with child on child abuse.**
- **behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying),6**
- **staff behaviour policy (sometimes called a code of conduct). • safeguarding response to children who go missing from education; and**
- **role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).**

All staff have the following responsibilities:

- **Contribute to providing a safe environment in which all children can learn and flourish.**
- **Know what to do if a child tells you that he or she is being abused or neglected.**
- **Know what to do if you are concerned about the behaviour or conduct of an adult in the school.**
- **Manage the requirement to maintain an appropriate level of confidentiality.**
- **Identify children who may benefit from Early Help.**
- **Refer any concern to the Designated Safeguarding Lead (DSL) or the Deputy DSL.**
- **Be aware of our local Early Help process and our role in it.**
- **Be aware of the process for making a referral to Children's Social Care and understand the role you might be expected to play in statutory assessments.**

1.2 What is Safeguarding?

Safeguarding and promoting the welfare of children (everyone under the age of 18 which includes post 16 education as set out Education and Training (Welfare of Children) Act 2021 is defined as: -

- **protecting children from maltreatment.**
- **preventing impairment of children's mental and physical health or development.**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care.**
- **taking action to enable all children to have the best outcomes.**
- **This includes procedures for dealing with child on child abuse.**

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2023))

In our school, safeguarding is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centered. This means that they should consider, at all times, what is in the best interests of the child.

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

1.3 Who must adhere to the policy?

This policy and procedure applies to all pupils in the school, including those in the early years. It applies to adults in the early years phase of the school.

This policy and procedure applies to all teaching, nonteaching, pastoral, support, peripatetic, contract staff and ancillary staff, volunteers, non-school based staff and any other adults working at the school. All references in this document to "staff" or "members of staff" should be interpreted as relating to the aforementioned, unless otherwise stated.

Throughout the document, the term DSL is used for the Designated Safeguarding Lead. For staff in the early years, they should report directly to the Early Years Designated Safeguarding Lead (EYDSL). This includes senior leadership teams.

This Safeguarding Policy and the Code of Conduct applies to all pupils and adults in the school, including when being educated off-site and undertaking an educational visit. It also applies to students who are on an exchange and being hosted by the school.

1.4 Involving professionals a multi- agency approach

The school is committed to inter-agency working in order to secure the best levels of safeguarding for all of its pupils. The school contributes to inter-agency working in accordance with statutory guidance. The school works with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

1.5 Definitions and terminology

'Children' includes everyone under the age of 18.

'DSL' refers to the school's named Designated Safeguarding Lead.

'Designated Officer' refers to the person appointed by the local authority to deal with allegations against adults.

'KCSIE' refers to the statutory guidance Keeping Children Safe in Education.

1.6 Linked documents

This policy should be read in relation to the most current version of the following documents:

National documents :

- **The Education (Independent School Standards) Regulations 2014**
- **KCSIE (Sep 2023)**
- **Working Together to Safeguard Children (July 2018)**
- **Prevent Duty Guidance: for England and Wales (July 2015)**
- **Disqualification under the Childcare Act (July 2018)**
- **What do to if you are worried a child is being abused – Advice for practitioners (Departmental advice) (March 2015)**
- **Early Years Foundation Stage Framework (Feb 2018)**
- **COVID – 19; safeguarding in schools, colleges and other providers (DfE)**

- **Departmental advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (from September 2021)**

This policy is updated annually, drawing on feedback from staff, and is published to all staff and placed on the school website.

This policy is based on KCSIE 2023 and any references to national guidance made within this document are in relation to the versions listed above.

The school will always refer to the above statutory guidance as the benchmark for all safeguarding practice and decision making.

Internal documents:

- **Behaviour Policy**
- **Exclusion Policy**
- **Policy on Use of Phones and Devices in the Early Years**
- **Preventing Extremism and Radicalisation Policy**
- **Safer Recruitment Policy**
- **Staff Code of Conduct and Acceptable Use Policy**

1.7 Safer recruitment

We ensure that potential applicants are given the right messages about the school and college's commitment to recruit suitable people.

We create a culture that safeguards and promotes the welfare of children in school.

As part of this culture, it is important that we adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges.

Those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training, the substance of which should at a minimum cover the content of this part (Part three) of the KCSIE guidance.

At least one of the persons who conducts an interview has completed safer recruitment training.

The school have embedded a culture of safer recruitment as part of our strategy for preventing harm to children. Statutory procedures for checking the suitability of staff and volunteers who work with children are always followed (see Safer Recruitment Policy).

1.8 Policy review

The school carries out an annual review of this policy.

This includes an evaluation of the extent to which these policies have been effectively implemented throughout the school. The school will remedy any deficiencies or weaknesses in child protection arrangements without delay and without waiting for the next policy review date, should any be necessary. Staff are invited to contribute to and shape safeguarding arrangements based on reflection and learning. Staff are invited to contribute to the review of this policy.

2 Key safeguarding facts

The safety and wellbeing of our pupils is our number one priority. Safeguarding and promoting the welfare of children is everyone's responsibility.

We operate within a culture of openness and recognise and accept that abuse can happen in any organisation.

We are a 'sharing organisation'. All concerns should be reported.

All concerns about a child (including signs of abuse and neglect) must be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, to the Deputy Designated Safeguarding Lead (DDSL).

In the event that a child is in immediate danger or at risk of harm a referral should be made to Children's Social Care and/or the police immediately.

An allegation about another adult in school should be referred to the Principal.

An allegation about the Principal should be referred to LADO

Any concern or 'nagging doubt' about an adult or child should be shared with the DSL or Principal.

This policy must be read alongside 'Keeping Children Safe in Education' – DFE Statutory Guidance.

3 School Safeguarding contacts.

Mrs Dawn York – Designated Safeguard for High School and Lead.
Email d.york@overstoneparkschool.com

Miss Ashleigh West – EYFS
Deputy Designated safeguarding
Practitioner with responsibility for safeguarding in early years.
Email a.west@overstoneparkschool.com

Ms Julianne Sinnamon
Deputy Designated safeguarding
Practitioner with responsibility for safeguarding in the Preparatory School.
Email j.sinnamon@overstoneparkschool.com

Designated Officer (formerly LADO)
The Designated Officer (formerly known as the Local Authority Designated Officer or LADO) should be informed of all cases in which it is alleged that a person who works with children has:

Behaved in a way that has harmed, or may have harmed, a child;
Possibly committed a criminal offence against children, or related to a child; or
Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, for example if their conduct falls within any of these categories of abuse:
Physical
Emotional
Sexual
Neglect
Allegations made against workers who are paid, unpaid, volunteer, agency, casual and self-employed as well as foster carers, and adoptive parents of children on Placement Orders should all be reported to the Designated Officer. This should be done within 24 hours of the incident.

Consultations
Should you need to discuss a case with a Designated Officer, please contact us on the numbers below or alternatively, please complete consultation form here. For urgent child safeguarding matters please contract MASH directly on 0300 126 7000.

E-mail

You can e-mail your query to LADOConsultations@nctrust.co.uk and a Designated Officer will get back to you as soon as they are able to.

Phone

You can contact the Designated Officer for North Northamptonshire

Sheila Kempster on 07831 123193 or for West Northamptonshire, Andy Smith on 07850 854309.

Please contact LADO on Monday – Friday between 14:00 – 17:00. If you are unable to get through, please leave a message and they will get back to you as soon as they can. Alternatively, you can leave a message via voicemail on 01604 362993.

Making a referral to the Designated Officer
If you have concerns about an adult working with children or young people, please complete the referral form below:

Report a concern about an adult working with children.

Once an allegation has been the Designated Officers role is to:

Capture and co-ordinate the sharing of all the information relating to the case with the officers and agencies that need to be informed.
Provide advice and guidance to the employers or voluntary organisation.
Monitor and track the progress of the case through to its conclusion, with the aim to resolve it as quickly as safely possible.
In addition to dealing with individual cases, Designated Officers must look at themes and emerging patterns of behaviour.

Timescales:

Referrals to the Designated Officer must be made within 24 hours of the incident.
The Designated Officer has 5 working days to respond to your referral..
It is our aim that allegations should be resolved within three months but, for complex cases or where investigations require significant time to resolve, this timescale may not be met.

Overstone Park School's Safeguarding Adviser - In support of the development of effective safeguarding practice within the school full support of the statutory referral and reporting requirements.

Local Authority Contacts

Our school follows the Government's statutory safeguarding and procedures.

Northamptonshire Local Safeguarding Board
https://northamptonshirescb.org.uk

Local authority children's social care referral team(s) - 0300 126 1000

Local authority Prevent Lead Shane O'Brien, 111

Local authority's out of hours social care contact numbers - 01604 626938

Police Emergency – 999
Police non-emergency – 111

Location of local authority safeguarding and child protection documents in school - The school office

National Contacts

NSPCC 24/7 Helpline Tel: 0808 800 5000 Email: help@nspcc.org.uk

NSPCC Text line 88858

NSPCC Child Line Tel: 0800 1111

NSPCC FGM helpline Tel: 0800 028 3550 Email: fgmhelp@nspcc.org.uk

NSPCC Whistleblowing helpline Tel: 0800 028 0285 (8am – 8pm) Email: help@nspcc.org.uk

DfE Prevent helpline for schools & parents Tel: 020 7340 7264 (non-emergency)
Email: counter.extremism@education.gsi.gov.uk

The Lucy Faithfull Foundation (LFF) Tel: 0800 1000 900
Email: help@stopitnow.org.ukwww.parentsprotect.co.uk

National Bullying Helpline Tel: 0845 22 55 787

UK Safer Internet Centre helpline for School Staff Tel: 0844 381 4772
Email: helpline@saferinternet.org.uk

Internet Watch Foundation hotline for reporting criminal content www.iwf.org.uk
Educate Against Hate http://educateagainsthate.com

4 Types of abuse

Indicators of abuse and neglect

The term 'abuse' is often used as an umbrella term. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Abuse and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse
Physical abuse
Emotional abuse
Sexual abuse
Neglect

4.1 Abuse

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

4.2 Physical abuse

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

Signs of physical abuse can include:

- **Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen.**
- **Respiratory problems from drowning, suffocation or poisoning.**
- **Untreated or inadequately treated injuries.**
- **Bruising which looks like hand or finger marks or caused by an implement.**
- **Cigarette burns, human bites; or**
- **Scarring, scalds and burns.**

4.3 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs of emotional abuse tend to be behavioural rather than physical (see below).

4.4 Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by Safeguarding and Child Protection Policy and Procedure.

Penetration (for example rape or oral sex), or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males.

Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Signs of sexual abuse displayed by children may include:

- **Pregnancy**
- **Sexually transmitted infection/diseases.**
- **Pain/itching/bleeding/bruising/discharge to the genital area/anus/mouth.**
- **Urinary infections.**
- **Difficulty walking or sitting or standing.**
- **Persistent sore throats; or stomachache.**

4.5 Neglect

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

Signs of possible neglect include:

- **The child seems underweight or is very small for their age, or their weight deteriorates.**
- **The child seems very overweight for their age.**
- **They are poorly clothed, with inadequate protection from the weather.**
- **They are often absent from school for no apparent reason; or persistently arrive late: or**
- **They are regularly left alone, or in charge of younger brothers or sisters.**

4.6 Child on child abuse.

All staff should 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.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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 stand alone 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).

All staff are clear as to the school's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes' images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

Victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

Please see our child on child policy.

4.7 Honour Based Violence (HBV) (including Female Genital Mutilation (FGM), Forced Marriage (FM) and breast ironing)

HBV includes all incidents or crimes which have been committed to protect or defend the honour of the community and/or the family, and commonly involve practices such as FGM, forced marriage and/or breast ironing. Abuse often involves a wider network of family or community pressure and therefore it is important to be aware of this dynamic and consider risk factors when deciding on action. If staff have a concern that a child may be at risk of Honour Based Violence, they should alert their DSL immediately.

FGM

Female Genital Mutilation comprises all procedures involving the removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. Most often, FGM is practiced on girls and young women under 18. FGM is not prescribed by any religion and has no health benefits. On the contrary the practice can cause life-lasting physical and psychological trauma.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.10 If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police using the telephone number 101.

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

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

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a 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 teachers.

Child exploitation- New reference to multi-agency practice principles

Multi-agency practice principles for responding to child exploitation and extra-familial harm – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice.
https://tce.researchinpractice.org.uk/wp-content/uploads/2023/03/FINAL-Multi-agency-PracticePrinciples-for-responding-to-child-exploitation-andextrafamilial-harm-Designed-.pdf

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. FM is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage. The FM Unit provides more guidance, which can be found here. Multi-Agency guidelines, which focus on the role of schools, can be found here.

Breast Ironing

Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear. It is typically carried out by the girl's mother, who will say she is trying to protect the girl from sexual harassment and rape to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue education, rather than be forced into early marriage.

See Annex A of KCSIE for further details.

Behavioural signs of abuse and neglect

If a child is being abused, their behaviour may change in a number of ways. For example, they may:

- **Behave aggressively or be disruptive, act out, demand attention and require more discipline than other children.**
- **Become angry or disinterested and/or show little creativity.**
- **Seem frightened of certain adults.**
- **Become sad, withdrawn or depressed.**
- **Have trouble sleeping.**
- **Become sexually active at a young age.**
- **Exhibit inappropriate sexual knowledge for their age or sexualised behaviour in their play with other children.**
- **Refuse to change for gym or participate in physical activities.**
- **Develop eating disorders.**
- **Self-harm.**
- **Refuse to attend school or run away from home. • Lack confidence or have low self-esteem; or**
- **Use drugs or alcohol.**

4.8 Children with special educational needs and disabilities or physical health issues.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

There is a SEND policy in place at the school.

Additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- **assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's 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.**

Extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Paragraph 202 Additional signpost to specialist organisations for children with special educational needs and disabilities.

Further information can be found in the department's: • SEND Code of Practice 0 to 25 years, and

- **Supporting Pupils at School with Medical Conditions. And from specialist organisations such as:**
- **The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a**

service: Find your local IAS service (councilfordisabledchildren.org.uk)

- **Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people**

4.9 Signs of abuse or neglect manifested by the parents or other responsible adult

- **Places unrealistic expectations on the child i.e., demands a level of academic or physical performance of which they are not capable.**
- **Offers conflicting or unconvincing explanation of any injuries to the child.**
- **Appears indifferent to, or overtly rejects, the child.**
- **Denies existence of or blames the child for the child's problems at home or at school.**

- **Sees and describes the child as entirely worthless, burdensome or in another negative light.**
- **Refuses offers of help for the child's problems; or is isolated physically/emotionally.**

4.10 Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female, of any gender identity. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse. The signs of grooming are not always obvious. Groomers will also go to great lengths not to be identified.

Children may:

- **Be very secretive, including about what they are doing online.**
- **Have older boyfriends or girlfriends.**
- **Go to unusual places to meet friends.**
- **Have new things such as clothes or mobile phones that they can't or won't explain.**
- **Have access to drugs and alcohol.**
- **Go missing from home or school.**
- **Display behavioural changes.**
- **Have sexual health issues; or**
- **Present as suicidal, self/harming, feeling depressed, unworthy.**

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

See the NSPCC website for further information about grooming.

4.11 Signs of grooming and/or online abuse

A child may be experiencing abuse online if they:

Spend lots, much more, or much less time online, texting, gaming or using social media.
Are withdrawn, upset or outraged after using the internet or texting.

Are secretive about who they're talking to and what they're doing online or on their mobile phone; and/or
Have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

4.12 Signs of grooming manifested by sex offenders

It is important to remember that not all sex offenders will exhibit the signs listed below and if an individual exhibits some or all of these signs, it does not mean that they are a sex offender:

- **Overly affectionate behaviour with a child.**
- **Affording special attention or preferential treatment to a child.**
- **Excessive time spent alone with a child outside of the classroom/school.**
- **Frequently spending time with a child in private or isolated areas.**
- **Transporting a child to or from the school.**
- **Making friends with a child's parents and visiting their home.**
- **Acting as a particular child's confidante.**
- **Giving small gifts, money, toys, cards, letters to a child.**
- **Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a child.**
- **Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a child.**

4.13 Modus operandi of institutional grooming

Target vulnerable victim: Perpetrators target victims who are vulnerable, isolated, insecure and/or have greater emotional needs.
Gain victim's trust: Offenders may allow a child to do something (e.g., eat ice cream, stay up late, view pornography) which is not normally permitted by the child's parents or the school in order to foster secrecy.
Gain the trust of others: Institutional offenders are often popular with children and parents, successfully grooming not only the victim but also other members of the victim's family and the community at large.
Filling a need/becoming more important to the child: This can involve giving gifts, rewards, additional help or advice, favoritism, special attention and/or opportunities for special trips or outings.
Isolating the child: The perpetrator may encourage dependency and subtly undermine the victim's other relationships with friends or family members.

Sexualising the relationship: This can involve playful touches, tickling and hugs. It may involve adult jokes and innuendo or talking as if adults, for example about marital problems or conflicts.
Maintaining control and secrecy: Offenders may use their professional position to make a child believe that they have no choice but to submit to the offender.

4.14 Signs of grooming for radicalisation

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase their risk of being groomed in this way.

Signs of vulnerability include:

- **Underachievement**
- **Being in possession of extremist literature**
- **Poverty**
- **Social exclusion**
- **Traumatic events**
- **Global or national events**
- **Religious conversion**
- **Change in behaviour**
- **Extremist influences**
- **Conflict with family over lifestyle**
- **Confused identity**
- **Victim or witness to race or hate crimes**
- **Rejection by peers, family, social groups**

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.

4.15 Child Criminal Exploitation

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

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

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

4.16 Child Sexual Exploitation (CSE)

The school and does not feel that they are alone in dealing with sexual violence and sexual harassment

KCSIE 468. The initial response by a school 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.

KCSIE 482. The designated safeguarding lead must ensure they are engaging with local authority children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

The school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school or college approach to supporting and protecting their pupils and students and updating their own risk assessment.

CSE is a form of child sexual abuse. Sexual abuse may involve:
physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing.

It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.
CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year old's who can legally consent to have sex. Some children may not realise they are being exploited e.g.; they believe they are in a genuine romantic relationship.

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can:

- **children who have older boyfriends or girlfriends; and**
- **children who suffer from sexually transmitted infections or become pregnant.**

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

4.18 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

4.19 Mental Health

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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, and education.

4Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools' guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The school have a senior mental health lead in a school as a school counsellor supported by the senior leadership team, pastoral lead, SENCO and designated safeguarding lead. We ensure that school personnel are 'well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.'

We are aware that children who have 'suffered abuse or neglect or other potentially traumatic adverse childhood experiences', may experience a lasting 'impact throughout childhood, adolescence and into adulthood'. Children's experiences can have an impact on their mental health, behaviour and education.

The school understands that it has an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

There are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

More information can be found in the mental health and behaviour in schools' guidance.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

4.20 Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see paragraphs 33-35 of KCSIE).

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

4.21 Annex B: Further information

Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.
As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

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

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Child abduction and community safety incidents

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

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

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

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

Children and the court system

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

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

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

Children absent or missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the

existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

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

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

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

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

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

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.
Some of the following can be indicators of both child criminal and sexual exploitation where children:

- **Appear with unexplained gifts, money or new possessions.**
- **Associate with other children involved in exploitation.**
- **Suffer from changes in emotional well-being.**
- **Misuse drugs and alcohol.**
- **Go missing for periods of time or regularly come home late; and**
- **Regularly miss school or education or do not take part in education.**

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

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

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

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

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

County lines

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

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

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

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

- **Go missing and are subsequently found in areas away from their home.**
- **Have been the victim or perpetrator of serious violence (e.g., knife crime).**
- **Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.**

- **Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.**
- **Are found in accommodation that they have no connection with, often called a '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 the signs of a child's involvement in county lines is available in guidance published by the Home Office.

County Lines Toolkit for Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs ' Council

Modern Slavery and the National Referral Mechanism

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

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

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyberenabled '(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). Cyberdependent crimes include.

- **Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.**
- **Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,**

- **Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.**

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyberdependent 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 cyberdependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyberenabled 'crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police 'and National Cyber Security Centre - NCSC.GOV.UK

Domestic abuse

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio- economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may

blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of 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. The Act's provisions, including the new definition, will be commenced over the coming months

Domestic Abuse
Added KCSIE 43. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn

Operation Encompass

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

National Domestic Abuse Helpline

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

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

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

Homelessness

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

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

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-old

could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year old's who may be homeless and/or require accommodation: here.

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

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

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers [128] that requires a different approach (see following section).

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

FGM

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

FGM mandatory reporting duty for teachers

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

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. [129] Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

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

Forced marriage

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

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 32-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

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 -

KCSIE 154 Section 5B (6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

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.

Preventing radicalisation

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

- **Extremism [130] 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 [131] refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups ;**
- **Terrorism [132] 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.**

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation

and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

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

[130] As defined in the Government's Counter Extremism Strategy www.gov.uk/government/publications/counterextremism-strategy.

[131] As defined in the Revised Prevent Duty Guidance for England and Wales. www.gov.uk/government/publications/prevent-dutyguidance/revised-prevent-duty-guidance-for-england-andwales

[132] As defined in the Terrorism Act 2000 (TACT 2000) www.legislation.gov.uk/ukpga/2000/11/contents

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard [133] to the need to prevent people from being drawn into terrorism". [134] This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools 'and colleges 'wider safeguarding obligations. Designated safeguarding leads and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

[133] According to the Prevent duty guidance 'having due regard 'means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. [134] "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being

vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel 'programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel guidance.

Additional support

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

The Home Office has developed three e-learning modules:

- **Prevent awareness e-learning offers an introduction to the Prevent duty.**
- **Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.**
- **Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.**

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

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

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

Child on child abuse

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

Sexual violence and sexual harassment between children in schools and colleges
Context

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

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

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 [135] as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

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

What is consent? [136] 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. [137] Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

- **A child under the age of 13 can never consent to any sexual activity.**
- **The age of consent is 16; [138]**
- **Sexual intercourse without consent is rape.**

Sexual harassment

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

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

- **Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.**
- **Sexual "jokes" or taunting.**
- **Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and**
- **Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. [139] 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.** o **Upskirting (is a criminal offence [141]).** o **Sexualised online bullying.**
- **Unwanted sexual comments and messages, including, on social media.**
- **Sexual exploitation; coercion and threats.**

[135] **Legislation.gov.uk.**

[136] **It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped or sexually assaulted in any way. More information: here.**

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

[138] **It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking leading the school or college response. If in any doubt, they should seek expert advice.**

[139] **Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.**

[140] **Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.**

[141] **The Voyeurism (Offences) Act 2019 which amends the Sexual Offences Act 2003 to make upskirting a specific offence of voyeurism. The Act came into force on 12 April 2019.**

Upskirting [142]

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting 'is where someone takes a

picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

[142] Additional information can be found at GOV.UK.

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 55 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

Toolkits

- **Childnet - STAR SEND Toolkit equips, enables and empowers educators with the knowledge they need to support young people with special educational needs and disabilities;**
- **Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9–12-year-olds.**
- **Childnet - Step Up, Speak Up a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.**
- **Preventing Harmful Sexual Behaviour toolkit by the Lucy Faithfull Foundation, the toolkit contains links to useful information, resources and support, including practical tips to prevent HSB.**
- **NSPCC - Harmful sexual behaviour framework An evidence-informed framework for children and young people displaying HSB.**

- **Contextual Safeguarding Network – Beyond Referrals - Schools levers for addressing HSB in schools.**

Additional advice and support

Abuse

Supporting practice in tackling child sexual abuse - CSA Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

- **What to do if you're worried a child is being abused – DfE advice.**
- **Domestic abuse: Various Information/Guidance - Home Office (HO).**
- **Faith based abuse: National Action Plan - DfE advice.**
- **Relationship abuse: disrespect nobody - Home Office website.**
- **Tackling Child Sexual Abuse Strategy – Home Office policy paper.**
- **Together we can stop child sexual abuse – HM Government campaign.**

Bullying

- **Preventing bullying including cyberbullying - DfE advice.**

Children missing from education, home or care

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

Children with family members in prison

- **National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service.**

Child Exploitation

- **Trafficking: safeguarding children - DfE and HO guidance.**
- **Care of unaccompanied and trafficked children – DfE statutory guidance.**
- **Modern slavery: how to identify and support victims – HO statutory guidance.**

Drugs

- **Drug strategy 2017 - Home Office strategy.**
- **Information and advice on drugs - Talk to Frank website.**

- **Drug and Alcohol education — teacher guidance & evidence review – PSHE Association website.**

(So called) "Honour Based Abuse" including FGM and forced marriage

- **Female genital mutilation: information and resources- Home Office guidance.**
- **Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance.**
- **fmu@fcdo.gov.uk - Forced Marriage Unit (FMU) statutory guidance.**
- **FGM resource pack – HM Government guidance.**

Health and Well-being

- **Fabricated or induced illness: safeguarding children - DfE, DH, HO.**
- **Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England.**
- **Medical-conditions: supporting pupils at school - DfE statutory guidance.**
- **Mental health and behaviour - DfE advice.**

Homelessness

- **Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance.**

Private fostering

- **Private fostering: local authorities - DfE statutory guidance.**

Radicalisation

- **Prevent duty guidance- Home Office guidance ;**
- **Prevent duty: additional advice for schools and childcare providers - DfE advice.**
- **Educate Against Hate website - DfE and Home Office advice.**
- **Prevent for FE and Training - Education and Training Foundation (ETF).**

Violence

- **Serious violence strategy - Home Office Strategy.**
- **Factors linked to serious violence and how these factors can be used to identify individuals for intervention – Home Office.**
- **Youth Endowment Fund – Home Office.**

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

Working with others

The designated safeguarding lead is expected to:

- **act as a source of support, advice and expertise for all staff**
- **act as a point of contact with the safeguarding partners**
- **liaise with principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.**

5 Stages of child protection

The school can use a range of arrangements depending on the information available. The school will always work cooperatively with external agencies, including the local authority and the police.

The hierarchy of these approaches are listed below.

1. **Child suffering or likely to suffer significant harm.**
2. **Children in need.**
3. **Early help.**

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

If the DSL is not available, then there should be no delay in the school making a referral.

5.1 Early Help

If early help is appropriate, the DSL or DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

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

- **Is disabled and has specific additional needs.**
- **Has special educational needs (whether or not they have a statutory education, health and care plan).**
- **Is a young carer.**
- **Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.**
- **Is frequently missing/goes missing from care or from home.**
- **Is misusing drugs or alcohol themselves.**
- **Is at risk of modern slavery, trafficking or exploitation.**
- **Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.**
- **Has returned home to their family from care.**
- **Is showing early signs of abuse and/or neglect.**
- **Is at risk of being radicalised or exploited.**
- **Is a privately fostered child, and/or**
- **Has already identified as being LGBT+ or is beginning to identify as LGBT+.**

5.2 Children in Need

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

5.3 Children suffering or likely to suffer significant harm

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

Children potentially at greater risk of harm

Whilst all children should be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) some groups of children are potentially at greater risk of harm.

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances.

A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

Children missing from education.

Children absent or missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

It is important the school or college's response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future.

This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

The school have in place a policy for Children absent or Missing from Education.

Paragraph 175 Clarification provided on the difference between children missing education and children absent from education.

Children who are absent from education
175. 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. The school sees the importance to report to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.
Further information and support, includes:
Guidance on school attendance 'Working together to improve school attendance' including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance:
Children Missing Education.

general information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy.

Elective Home Education (EHE)

Many homes educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible.

Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, we are familiar with this guidance.

5.4 What to do if you have a concern about a child

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

If staff have any concerns about a child's welfare, they should act on them immediately. See page 23 for a flow chart setting out the process for staff when they have concerns about a child.

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

Options will then include:

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

This should be read alongside Keeping Children Safe in Education (statutory guidance) – Part One and Annex A.

Step 1 If in doubt or you have any concerns about the safety and welfare of a child.
Step 2 Complete a 'Concern' and/or 'Disclosure' form. Step 3 Discuss the content of the form with the DSL or Deputy DSL.
Step 4 Maintain confidentiality.

<u>Safeguarding and promoting the welfare of children is</u> <u>everyone's responsibility</u>

Any staff member who has any concerns about a child's welfare should follow the processes set out in paragraphs 5570. Staff should expect to support social workers and other agencies following any referral.

<u>Statutory children's social care assessments and services.</u>

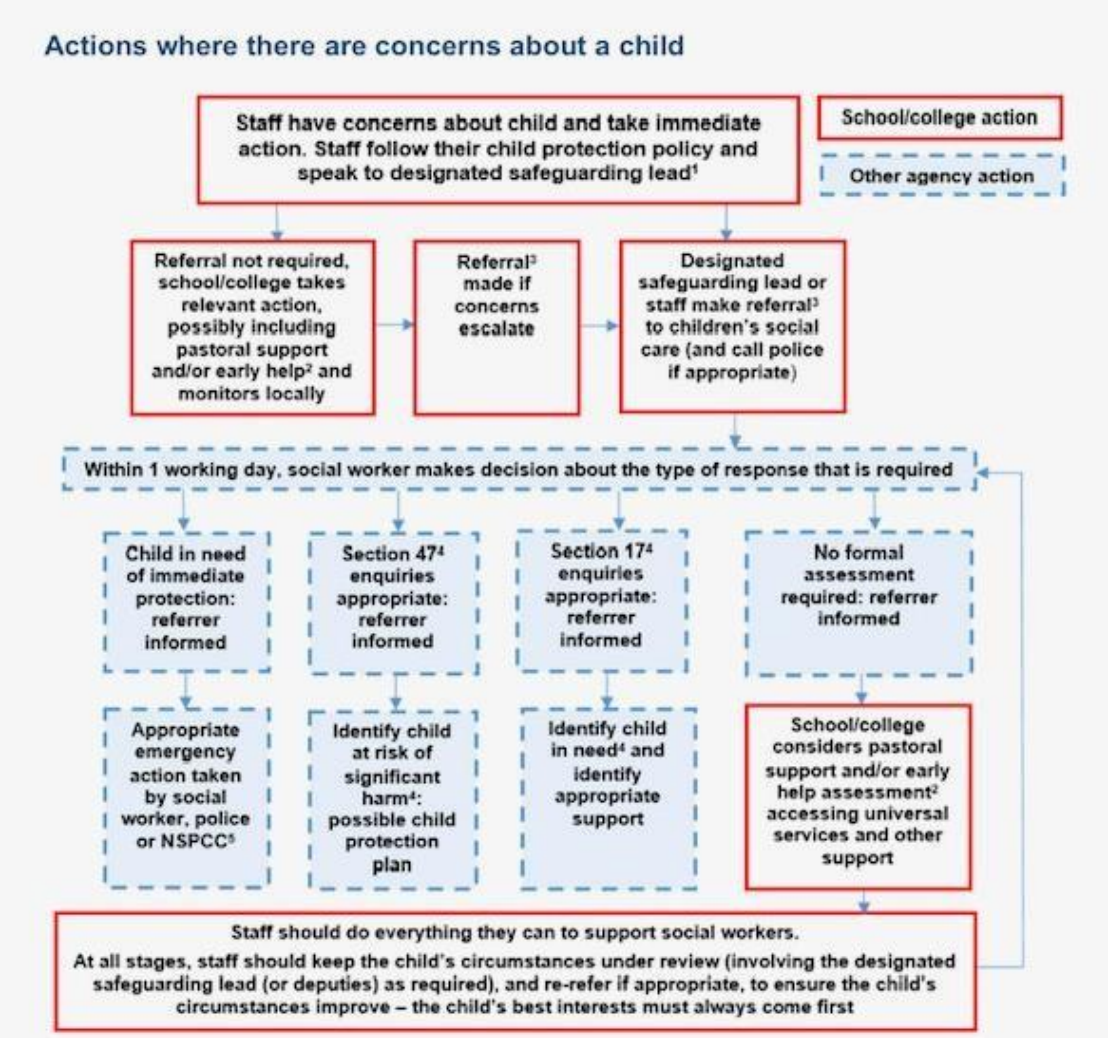
Concerns about a child's welfare should be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Referrals should follow the local referral process.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: Contextual Safeguarding.

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

All staff should know what to do when a child discloses abuse to them, they have concerns about a child's welfare, or when children or staff raise concerns about a pupil to them.



What to do if a child tells a member of staff that they know about or have been a victim of abuse or neglect the member of staff should:

Step 1 Listen carefully and allow the child to speak freely and remain calm. Do not interrupt the child or be afraid of silences.

Step 2 Provide reassuring nods and words such as, "I am so sorry this has happened", "You are doing the right thing in talking to me". Avoid saying things like, "I wish you had told me about this earlier" or "I cannot believe what I am hearing".

Step 3 Limit questioning to the minimum necessary for clarification using What, When, How and Where but avoid leading questions such as, "Has this happened to your siblings?" Do not use questions beginning with 'Why' as this can apportion feelings of guilt within a child.

- **If the child discloses abuse, it is appropriate to ask whether any other adults were present and observed the abuse and whether the abuse has happened before.**

- **At an appropriate time tell the child that the matter will be referred in confidence, always using language that is appropriate to the age and stage of development of the child, allowing for their individual need.**

- **Tell the child what will happen next. The child may want to accompany you to see the DSL, otherwise let the child know that someone will come to see them before the end of the day.**

Recording

Staff should make a written record of the conversation with the child as soon as possible, using a 'Concern' and or 'Disclosure' Form. Staff should use the specific words that the child used (e.g., if referring to parts of their body), indicating these by using "speech marks/inverted commas". If a disclosure of abuse has been made by the child, staff should immediately discuss the concerns verbally with the DSL, Deputy DSL or Principal prior to writing up the record so that immediate action can be considered.

This should not delay appropriate action being taken and staff should speak to the DDSL, If the DSL is not available or the Principal, failing that, a member of the SMT/Principal should be made aware of any referral that is made to Social Care or the police, but staff must not delay if they are unavailable before making the referral.

Making referrals to statutory agencies

If a child is thought to be at risk of harm

When a child is thought to be at risk of harm or is likely to be at risk of harm (see above), a referral should be made immediately to Children's Social Care or the police if a criminal act is thought to have occurred.

Whilst it is the role of the DSL, any member of staff can make a referral to Children's Social Care or the police and there should be no delay. The school does not require parental consent for referrals to be made to statutory agencies.

Consent to do this must not be obtained from the parents if to gain consent would put the child's safety at risk or to do so could jeopardise any investigation by partner agencies (WTSC 2018).

If a child has unmet needs

When a child is not considered at risk of harm, but still has unmet needs that could mean that they are a Child in Need (see above), a referral should be made to Children's Social Care via the local authority process.

The school does not require parental consent for referrals to be made to statutory agencies in these circumstances, however, it is best practice that these concerns should be discussed with the parents and any subsequent referral transparently with the parent's knowledge.

Confidentiality

The school does not require parental consent for referrals to be made to statutory agencies in these circumstances, however, it is best practice that these concerns should be discussed with the parents and any subsequent referral made transparently with the parent's knowledge.

Staff should never guarantee confidentiality to pupils or adults wishing to tell them about something serious, as this may ultimately not be in the best interests of the child. They should guarantee that they will not tell anyone who does not have a clear need to know and that they will pass on information in confidence only to the people who must be told in order to ensure their safety.

Sharing information

The school is proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

The proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. This includes:

Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

In a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe.

Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

5.5 Passing on safeguarding records when a child leaves the school

Information sharing is vital in identifying and tackling all forms of abuse.

Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. To allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives, also ensuring secure transit, and confirmation of receipt should be obtained.

This should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named persons with oversight for SEN in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have

had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Whilst data protection legislation places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure; this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving, for example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

6 Whistleblowing

All adults have a responsibility to report any concerns about poor or unsafe practice, including in relation to the care and protection of a pupil or pupils. If a member of staff believes that best practice in this area is not being adhered to or that practice may put a pupil or pupils at risk, they should:

Report any concern to the principal.

If the concern relates to the principal, they should:

Report the concern to the local authority Designated Officer for child protection (The LADO)

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

Appropriate whistleblowing procedures is in place for such concerns to be raised with the school's senior leadership team.

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

Any whistleblowing concern can also be raised directly with the: Independent School Association: -

ISA House
5-7 Great Chesterford Court
Great Chesterford
Essex
CB10 1PF

T: 01799 523619
E: isa@isaschools.org.uk

Concerns raised under this Whistleblowing Policy are distinct from concerns or allegations about an adult's suitability to work with or have access to children.

No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice, provided that they do so in good faith and follow the whistleblowing procedures.

Where an adult feels unable to raise a concern about poor safeguarding practice with the proprietor through the above options or where they feel that their concern is not being addressed, they can raise their concern externally using Government guidance or The NSPCC whistleblowing helpline is available for adults who do not feel able to raise concerns regarding child protection failures internally:-

https://www.nspcc.org.uk/what you-can-do/reportabuse/dedicated-helplines/whistleblowing-advice-line/

Staff can call: 0800 028 0285 –

Lines are available from 8:00am to 8:00pm, Monday to Friday, or email: help@nspcc.org.uk

7 The role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is the senior member of staff responsible for leading safeguarding in the school (including online safety). The DSL must be a member of the school leadership team. The DSL takes the lead responsibility for safeguarding and child protection in the school and their job description explicitly reflects this.

7.1 Deputy DSL

The school can appoint a number of Deputy DSLs. Their role is to support the DSL in their safeguarding role. Whilst the activities of the DSL can be delegated to DDSLs, the ultimate lead responsibility for child protection must remain with the DSL, and this lead responsibility must not be delegated. The Deputy DSLs is trained to the same level as the DSL and their duties of the Deputy DSLs are reflected explicitly in their job descriptions.

Job Description for a Designated Safeguarding Lead Information is taken from Annex C of Keeping Children Safe in Education (2023)

Proprietors should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The designated safeguarding lead have the appropriate status and authority within the school to carry out the duties of the post.

The role of the designated safeguarding lead carries a significant level of responsibility, and they are given the additional time, funding, training, resources and support they need to carry out the role effectively.

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

The school has two deputy designated safeguarding leads who is trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.
Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) is always available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. Adequate and appropriate cover arrangements for any out of hours/out of term activities is in place.

Manage referrals

The designated safeguarding lead is expected to refer cases: • of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.

- **to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to**

the Channel programme

- **where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and**

- **where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.**

Working with others

The designated safeguarding lead is expected to:

- **act as a source of support, advice and expertise for all staff**

- **act as a point of contact with the safeguarding partners**

- **liaise with the principal to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.**

- **as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member**

- **liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically**

- **liaise with the senior mental health lead and, where available, the mental health support team, where**

safeguarding concerns are linked to mental health

promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

- **work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.**

This includes:

Ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and

Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child

Records should include:

a clear and comprehensive summary of the concern
details of how the concern was followed up and resolved • a note of any action taken, decisions reached and the outcome

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising awareness

The designated safeguarding lead should:

ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff

ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this

ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this

link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and

help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements

have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children

understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes

are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers

understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners

understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation

are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college

can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online

obtain access to resources and attend any relevant or refresher training courses, and

encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via ebulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

ensure that staff are supported during the referrals processes, and

support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,

understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the
UK General Data Protection Regulation (UK GDPR), and

be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

7.2 multi-agency

The DSL and Deputy DSLs liaise with the local authority and work in partnership with other agencies in the best interests of children in the school.

Working with others

The designated safeguarding lead is expected to:

- **act as a source of support, advice and expertise for all staff**
- **act as a point of contact with the safeguarding partners**
- **liaise with principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.**

This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

7.3 Support for DSL

Safeguarding and Child Protection and the responsibility of the DSL and Covid.

Overstone Park School is committed to safeguarding and promoting the welfare of children. This commitment remains the same in the difficult circumstances brought about by the COVID-19 outbreak. During this period the principles and practices of the school's Safeguarding and Child Protection Policy and the OPS Safeguarding Procedures (including the Code of Conduct) will continue to apply.

In order to ensure the safety and welfare of children whilst working in extraordinary circumstances, the school will adhere to the DfE coronavirus guidance:
http://safeguarding.info/covid19safeguarding

In practice, the following procedures will apply:

Designated Safeguarding Lead

There is always a nominated DSL or deputy DSL available, either on site or contactable by phone or online video. Where a DSL or deputy is not on site a senior leader will take responsibility for safeguarding on site if the school is open. The name and contact details of the 'duty 'DSL is published clearly to staff when the weekly duty rota is published. Pupils or parents with a safeguarding concern should contact one of OPS DSLs. (Give all three).

Vulnerable Children

The school will continue to work with and support children's social workers and local authority virtual school heads to help protect vulnerable children. This will include liaising with relevant providers and ensuring that vulnerable children and those on the edge of receiving social care support can attend school where appropriate.

Pupils and staff on site

The school will continue to be a safe place for children to attend. We will ensure that appropriate staff are on site to maximise safety and refer to Government

guidance for education and childcare settings on how to implement social distancing and to advice from Public Health England on handwashing and other measures to limit the spread of COVID19.

Pupils on site will be registered and the school will follow up on any pupil expected to attend. Where a vulnerable child does not take up their place at school, or discontinues, the school will notify their social worker.
The school will also maintain a record of all staff/volunteers on site on any given day.

Guided Home Learning

The school will provide a safe environment for online learning. All pupils and staff must remind themselves of and adhere strictly to the Acceptable Use Agreements and Online Safety Policy, including any COVID-19 extensions to these policies.

Pastoral Support

We recognise that school can be a safe environment for children and young people, and that the current circumstances could affect the mental health of pupils and their parents. Staff will be in regular contact with pupils and will continue to be vigilant for signs of safeguarding risk or emotional distress.

Safeguarding concerns should be reported to the DSL as outlined above. Staff are reminded of the need to report any concern immediately and without delay. Pastoral concerns will be addressed initially by the class teacher or tutor, who may involve the pastoral team or school counsellor depending on the nature of the issue.

All safeguarding and pastoral concerns will be saved and filed confidentially. Pupils or parents with a pastoral concern should contact their daughter's tutor, class teacher or mentor who will support and direct them to other staff as needed.

Where a pupil is already known to the school as being in need or is in receipt of pastoral-type support in school, the DSL will ensure that a communication and support plan is in place for that child. This may include email, phone or online video contact.

The plan will be reviewed regularly and where concerns arise the DSL will consider any referrals as appropriate.

Where children move between schools, welfare and child protection information will be shared as required.

We will continue to work closely with our local safeguarding partners and other local agencies.

There are 4 key elements to the DSL role. They will:

- **Manage referrals**
- **Work with others**
- **Train**
- **Raise awareness**

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns.

If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.

Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe.

They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information.

This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR).
Information Sharing in Schools:

The Seven Golden Rules to Follow: -

1. **GDPR Isn't a Barrier to Sharing Information.**
2. **Be Open and Honest.**
3. **Seek Advice.**
4. **Share With Consent Where Appropriate.**
5. **Consider Safety and Wellbeing.**
6. **Necessary, Proportionate, Relevant, Accurate, Timely and Secure.**
7. **Keep a Record.**

DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

7.4 Manage referrals

Added KCSIE 81 The proprietors ensure that all governors and trustees where relevant receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated.

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.
Added KCSIE 84. Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools and colleges are:
Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals 'physical and psychological integrity
Article 14: requires that all of the rights and freedoms set out

in the Act must be protected and applied without discrimination,25 and Protocol 1, Article 2: protects the right to education.

Added KCSIE 85. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights Equality and Human Rights Commission (equality human rights. com)

Equality Act 2010
The school has obligations under the Equality Act 2010 (the Equality Act).
87. According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important in the context of safeguarding, this guidance and the legal duties placed on schools and colleges, in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need. This includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), it may also be useful for colleges. For further information Equality Act guidance | Equality and Human Rights Commission (equalityhumanrights.com).

<u>Public Sector Equality Duty</u>
The Public Sector Equality Duty (PSED) is found in the Equality Act.
Compliance with the PSED is a legal requirement for state-funded schools and

colleges, advice on this – including on specific duties, is set out in the advice linked in paragraph 90.

The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (see para 87) and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

The PSED helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination.

Such concerns will differ between education settings, but it is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures. For further information please see Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission (equalityhumanrights.com)

The DSL is expected to:

- **Refer cases of suspected abuse to the local authority children's social care as required.**
- **Support staff who make referrals to local authority children's social care.**
- **Refer cases to the Channel programme where there is a radicalisation concern as required.**
- **Support staff who make referrals to the Channel programme.**
- **Refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required (in collaboration with HR team); and**

- **Refer cases where a crime may have been committed to the police as required.**

7.5 Work with others

The DSL is expected to:

- **Liaise with the Principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.**
- **As required, liaise with the "case manager" (in relation to allegations against adults) and the Designated Officer(s) at the local authority for child protection concerns in cases which concern a staff member.**
- **Liaise with staff (especially pastoral support staff, school nurses, IT technicians, and SENCOs on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and**
- **Act as a source of support, advice and expertise for all staff.**

7.6 Training

The DSL (and any deputies) should undergo the same training to provide them with the knowledge and skills required to carry out their role, including inter-agency working. This training must be updated at least every two years.

The DSL should undertake additional Prevent awareness training to the government Prevent training that all school staff undertake.

In addition to the formal training set out above, the DSLs knowledge and skills should be refreshed via informal updates (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
Ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff.

Are alert to the specific needs of children in need, those with special educational needs and young carers.
Are able to keep detailed, accurate, secure written records of concerns and referrals.
Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
Obtain access to resources and attend any relevant or refresher training courses; and
Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Staff training

The proprietors will ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training is regularly updated.

Induction and training should be in line with any advice from the safeguarding partners.

All staff receive regular safeguarding and child protection updates, including online safety (for example, via email, ebulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Proprietors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and the child protection policy.

Proprietors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety (paragraph 114) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 119), that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole

school or college safeguarding approach and wider staff training and curriculum planning.

Whilst considering the above training requirements, proprietors have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

The DBS does not charge for checks on volunteers. However, if schools or colleges use an external organisation to carry out the check, there may be an administration charge.

7.7 Raise awareness

The DSL should:

Ensure the school's safeguarding and child protection policies are known, understood and used appropriately.
Ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietor regarding this.
Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals to children's social care or the police about suspected abuse or neglect may be made and the role of the school in this; and
Link with the local Safeguarding Partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

7.8 Safeguarding Files

As stated above, where children leave the school, DSLs should ensure a copy of their Safeguarding File is transferred to the new school or college as soon as possible. This file should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff, such as DSLs and SENCOs, are aware as required.

In addition to the Safeguarding File, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child

leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. This should be done with the parent's knowledge, unless to do so would place a child or parent at heightened risk.

7.9 Availability

During term time the DSL (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) will normally to be available in person, the principal will define what "available" means and whether in exceptional circumstances availability via phone and/or Skype or other such media is acceptable.

It is the responsibility of the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

8 Responsibilities of the proprietor.

The proprietor will comply with all duties under legislation and will always take into account statutory guidance, ensuring that all policies, procedures and training are effective and comply with the law at the time.

It is the responsibility of the proprietor to:

- **Ensure that all staff read at least Part One of KCSIE.**
- **Ensure that staff working with children will also read KCSIE Annex A; Annex B must be read by school leaders and those who work directly with children.**
- **Ensure that all staff follow the requirements of this Safeguarding and Child Protection Policy and Procedure. • Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities, as set out in Part One of KCSIE.**
- **Designate a senior board member to take leadership responsibility for safeguarding arrangements.**
- **Ensure that all safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency procedures.**
- **Ensure that appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.**
- **Ensure that each schoolwork's in line with local inter-agency procedures.**

- **Ensure that the Safeguarding Policy is updated annually and made available via the school website.**
- **Provide a Staff Code of Conduct and Acceptable Use Policy. • Ensure that all responsibilities regarding Children Missing from Education* are followed, using Children Missing Education Statutory Guidance (Sep 2016).**
- **Instruct schools to hold more than one contact number for each child, where possible.**
- **Ensure that schools report to their local authority the removal of a child from the school roll in line with statutory and local authority guidance.**
- **Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction; The school has policies on e-safety and online lessons which must be read and adhered to.**
- **Recognise the expertise staff build by undertaking safeguarding training and managing concerns on a daily basis. • Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and**
- **Ensure that children are taught about safeguarding, including online safety.**

The proprietor ensures than an annual review of safeguarding arrangements is conducted. This includes a record of minutes.

Members of the proprietorial team working in a governance and oversight role (e.g., Directors of Education) will undertake DSL level training, induction and training.

9 Recruitment & Induction

Prior to a position commencing, the school ensures the following checks on staff members: -

- **References (2).**
- **Proof of identity with current photographic ID and proof of address.**
- **Provision of a Disclosure and Barring Service (DBS) disclosure (with a Barred List check) where the person will be engaging in regulated activity.**

Confirmation on DBS documents and retention of documents In accordance with paragraph 276 c opies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file as per the advice at paragraph 232.

Copies of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA 2018 Article 10.
To help schools and colleges comply with the requirements of the Data Protection Act 2018, when a school or college chooses to retain a copy, there should be a valid reason for doing so and it should not be kept for longer than six months. When the information is destroyed the school will keep a record of the fact that vetting was carried out, the result and the recruitment decision taken if they choose to.

In accordance with paragraph 276, which states: "Schools and colleges do not have to keep copies of DBS certificates in order to fulfil the duty of maintaining the single central record." The school do not have to kerp copies of DBS certificates but do so for 6 months for good practice.

- **KCSIE footnote 101 The DBS does not charge for checks on volunteers. However, if the school use an external organisation to carry out the check, there may be an administration charge.**
-
- **Proof that a candidate for a teaching vacancy is not subject to a prohibition order.**
- **Disqualification by association declaration.**
- **A barred list check if a DBS certificate is not available before an individual begins regulated activity.**
- **Mental and physical fitness questionnaire.**
- **Proof of qualifications.**
- **Proof of a right to work in the UK.**
- **Employment history references.**

<u>Job applicants and online searches</u>

At Overstone Park School as part of our recruitment procedure we tell job applicants about online searches that ee conduct on them.
Overstone Park School carry out online searches of job candidates to "identify any incidents or issues that have happened, and are publicly available online, which the might want to explore with the applicant at interview".

In accordance with paragraph 221 In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview. The school will inform shortlisted candidates that online searches may be done as part of due

diligence checks in line with Legislation and the Law for information on data protection and UK GDPR.

An appointment will not be confirmed until receipt of all of the above.

At the point of induction, all staff must be provided with, should read and should be trained in:

- **KCSIE 2021 – Part One and Annex A; Annex B must be read by all school leaders and those who work directly with children.**
- **The Safeguarding and Child Protection Policy and Procedure, including whistleblowing.**
- **Staff Code of Conduct and Acceptable Use of IT Policy (including staff/pupil relationships and communications).**
- **Digital Safety Policy (including use of social media).**
- **Children Missing from Education Policy.**
- **Behaviour Policy; and**
- **Preventing Extremism and Radicalisation Policy.**

At the point of induction, new staff must be informed of the names and role of the Designated Safeguarding Lead.

10 Training

10.1 Staff employed in school

All staff employed in school should receive annual safeguarding and child protection training, usually at the commencement of the academic year.

Staff should also receive safeguarding and child protection updates regularly throughout the year, provided by the DSL, in order to provide them with relevant skills and knowledge to safeguard children effectively, for example, learning about the topics in Annex A (KSCIE 2019).

10.2 Third-party contractors

It is good practice for those employed as third-part contractors who work regularly in school with opportunity for contact with pupils to have basic safeguarding training at a level appropriate to their role.

10.3 Teaching about safeguarding

The school is committed to proactively teaching children about safeguarding, including online safety, as part of our approach to offering a broad and balanced curriculum. Through ongoing work with the children, we aim to build resilience so that every child knows that we are a 'telling school 'And that speaking up about any concern is valued and actively promoted. This includes raising a concern about themselves or about another.

Safeguarding is taught in the following way:

Through the ethos of the school, through daily working practices and functions of the school, through assemblies, talks and PSHE lessons, through the pastoral care offered throughout the school.

Relationships education is compulsory in all primary schools.

Our approach to this is through the daily pastoral care offered by the form tutor and all members of staff, through the assembly programme, through the PSHEE curriculum and the Religious Education curriculum.

Relationships and sex education (RSE) is compulsory in all senior schools.

Our approach to this is to deliver a Relationships and sex education programme to all children as a component of the PSHE syllabus, including the use of expert speakers where possible.

We actively promote the view that children should feel able to raise any concerns that they may have. This includes when they have a concern about a friend or peer.

We take the following measures to ensure that children know how to raise a concern:

We have staff qualified in psychology and with experience of counselling, we have a Voice of the Student programme for collecting information, we have a strong pastoral structure throughout the school and an 'open door' policy for discussing concerns and issues.

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

The school has a separate RHSE policy which must be read in conjunction with this safeguarding policy.

11. Online Safety

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

Technology often provides the platform that may facilitate harm. DSLs are responsible for overseeing online safety in schools and should raise awareness in the staff group, accordingly, including but not limited to, child sexual exploitation, radicalisation and sexual predation. The school will protect and educate the school community in their use of technology and has mechanisms to identify, intervene in, and escalate any incident, where appropriate.

The school should give consideration to have best to protect any pupils who may be completing online learning at home using the government guidance.

There are three main areas of risk:

Content: being exposed to illegal, inappropriate or harmful material.
Contact: being subjected to harmful online interaction with other users.
Conduct: personal online behaviour that increases the likelihood of (or causes) harm; for example, the making, sending and receiving of explicit images, or online bullying.

All staff should be aware of the risks posed to children by technology and the internet and should understand their role in preventing, identifying and responding to harm caused by its use.

All staff should be familiar with the school's Online Safety Policy, which sets out the school's approach to online safety in further detail, as well as the school's Youth Produced Sexual Imagery Policy (see later in this document).

It is essential that children are safeguarded from potentially harmful and inappropriate online material.

An effective whole school approach to online safety empowers a school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

In accordance with paragraph 136 The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

In accordance with paragraph 137 proprietors ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This includes considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any

teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

In accordance with paragraph 138, online safety is reflected in the school's approach and it is reflected in the child protection policy which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks. Considering the 4Cs (above) will provide the basis of an effective online policy.

The school has a clear policy on the use of mobile and smart technology, which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. The school carefully consider how this is managed on their premises and reflect this in their mobile and smart technology policy and their child protection policy.

The school will ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures.

This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

The school's approach to online safety is reflected in the child protection policy.

Considering the 4Cs (above) will provide the basis of an effective online policy.

The school have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and nonconsensually (often via large chat groups), and view and share pornography and other harmful content.

This is carefully considered and how this is managed on the premises and is reflected in our mobile and smart technology policy and their child protection policy.

Sites used in teaching safeguarding: -

Statutory guidance: relationships education relationships and sex education (RSE) and health education.

Teaching about relationships sex and health.

This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

DfE advice for schools: teaching online safety in schools.

UK Council for Internet Safety (UKCIS) guidance:

Education for a connected world.

UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

The UKCIS external visitors' guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors.

National Crime Agency's CEOP education programme:
Thinkuknow.

Public Health England: Rise Above.

Whilst it is essential that proprietors ensure that appropriate filters and monitoring systems are in place, they are careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

11.1 Remote learning

A remote learning policy is in place at the school. Where children are being asked to learn online at home the Department has provided advice to support schools

and colleges do so safely: safeguarding in schools colleges and other providers and safeguarding and remote education. The NSPCC and PSHE Association also provide helpful advice: NSPCC Learning - Undertaking remote teaching safely during school closures.

11.2 Filters and monitoring

In accordance with paragraph 142 whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the proprietors are doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system proprietors should ensure their school 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. Proprietors 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.

In accordance with paragraph 143 appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.
To support our systems the Department for Education published filtering and monitoring standards which set out that schools should is applied which:-

- **identify and assign roles and responsibilities to manage filtering and monitoring systems.**
- **review filtering and monitoring provision at least annually. • block harmful and inappropriate content without unreasonably impacting teaching and learning.**
- **have effective monitoring strategies in place that meet their safeguarding needs**

Proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to meet the standards.

Additional guidance on filtering and monitoring can be found at: UK Safer Internet Centre: "appropriate" filtering and monitoring.https://www.saferinternet.org.uk/advice- centre/teachers-and-school-staff/appropriate-filtering-andmonitoring. South West Grid for Learning (swgfl.org.uk) have created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).

Information security and access management

In accordance with paragraph 144 The school ensures that appropriate level of security protection procedures is in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK.

Overstone Park School

Filtering and monitoring standards policy

We have ensured that the school has a good Broadband internet standards.

Connection type is BT broad band connection speed, resilience and safeguarding.

We use a full fibre connection for their broadband service.

Importance of meeting the standard

Full fibre services provide the capacity and speed needed for effective use of online learning tools.

Getting the fastest speed you can afford has a wide range of benefits including:

enabling teachers to have the confidence to make full use of online resources as integral parts of teaching and learning saving money by using cloud-based solutions instead of onsite technical infrastructure, products or services – for example VOIP telephony
Full fibre services provide flexibility to future proof schools and colleges as demand for internet services increases.

We have a connection with the capacity to deliver 1Gbps download and upload speed.

Technical requirements to meet the standard Broadband is provided using a full fibre connection.

Full fibre connections are sometimes described as:

a leased line
fibre to the premises (FTTP)
Note: copper connections, while widely used in schools at present, do not meet this standard.

Dependencies to the standard
The speed of our internet services vary depending on your:

internal network cabling and switches
internal network equipment such as routers and wireless access points

The school has a backup broadband connection to ensure resilience and maintain continuity of service
Importance of meeting the standard
With increasing reliance on internet-based services, broadband internet is an essential service.
Appropriate measures are in place to mitigate against a single point of failure.

When to meet the standard
Resilient services has been implemented alongside, or as soon as possible after a new connection is installed.

How to meet the standard

We use backup internet services are available and have implemented appropriate systems.

Technical requirements to meet the standard

This standard requires a combination of the following:

multiple broadband connection services (of different service types)
multiple routers and appropriate associated router programming to provide automatic failover to backup services as and when required
redundant power options on core active network

We have appropriate IT security and safeguarding systems in place, under both child and data protection legislation

Importance of meeting the standard

It's essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate students, and staff in their use of technology. It establishes ways to identify, intervene in, and escalate any concerns where appropriate.

When to meet the standard
We are already meeting this standard as a part of the ongoing safeguarding requirements as set out in the statutory safeguarding guidance on keeping children safe in education.

How to meet the standard
We have a content filtering system in place which meets the requirements outlined in the online safety section of keeping children safe in education, paragraphs 123-135.

We have a firewall as part of your internet and network system. This could be an on premises' device directly protecting your network and directly managed by the school or college. It also might be an 'edge' service provided and managed by your supplier or in-house support team.

Technical requirements to meet the standard
More detailed information about online safety can be found at:

Keeping Children Safe in Education
Safer internet centre
UK Council for Internet Safety (UKCIS)
Online safety self-review tool for schools

We have assigned roles and responsibilities to manage your filtering and monitoring systems

Miss Katie Varty Administrator
Mrs Babu IT specialist

The importance of meeting the standard
Schools and colleges should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems. It's important that the right people are working together and using their professional expertise to make informed decisions.

How to meet the standard
The proprietors have overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met.

Technical requirements to meet the standard The senior leadership team are responsible for:

procuring filtering and monitoring systems
documenting decisions on what is blocked or allowed and why
reviewing the effectiveness of your provision
overseeing reports
They are also responsible for making sure that all staff:

understand their role are
appropriately trained
follow policies, processes and procedures
act on reports and concerns
Senior leaders should work closely with governors or proprietors, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring. Your IT service provider may be a staff technician or an external service provider.

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL work closely together with IT service providers to meet the needs of your setting with filtering or monitoring providers system giving specific training and support.

The DSL take lead responsibility for safeguarding and online safety, which could include overseeing and acting on:

filtering and monitoring reports safeguarding
concerns checks to filtering and monitoring systems
The IT service provider should have technical responsibility for:

maintaining filtering and monitoring systems providing filtering and monitoring reports
completing actions following concerns or checks to systems The IT service provider should work with the senior leadership team and DSL to:

procure systems
identify risk carry out
reviews carry out
checks

You should review your filtering and monitoring provision at least annually

The importance of meeting the standard
For filtering and monitoring to be effective it should meet the needs of your pupils and staff, and reflect your specific use of technology while minimising potential harms.

To understand and evaluate the changing needs and potential risks of your school or college, you should review your filtering and monitoring provision, at least annually.

Additional checks to filtering and monitoring need is informed by the review process so that governing bodies and proprietors have assurance that systems are working effectively and meeting safeguarding obligations.

How to meet the standard
Proprietors have overall strategic responsibility for meeting this standard. They should make sure that filtering and monitoring provision is reviewed, which can be part of a wider online safety review, at least annually.

The review is conducted by members of the senior leadership team, the designated safeguarding lead (DSL), and the IT service provider and involve the responsible governor. The results of the online safety review should be recorded for reference and made available to those entitled to inspect that information.

Technical requirements to meet the standard
A review of filtering and monitoring should be carried out to identify your current provision, any gaps, and the specific needs of your pupils and staff.

You need to understand:

the risk profile of your pupils, including their age range, pupils with special educational needs and disability (SEND), pupils with English as an additional language (EAL)

what your filtering system currently blocks or allows and why any outside safeguarding influences, such as county lines any relevant safeguarding reports the digital resilience of your pupils
teaching requirements, for example, your RHSE and PSHE curriculum
the specific use of your chosen technologies, including Bring Your Own Device (BYOD)
what related safeguarding or technology policies you have in place
what checks are currently taking place and how resulting actions are handled
<u>To make your filtering and monitoring provision effective,</u> <u>your review should inform:</u>

related safeguarding or technology policies and procedures roles and responsibilities
training of staff
curriculum and learning opportunities
procurement decisions how often and what is
checked monitoring strategies
The review should be done as a minimum annually, or when:

a safeguarding risk is identified
there is a change in working practice, like remote access or BYOD
new technology is introduced
There are templates and advice in the reviewing online safety section of Keeping children safe in education.

Checks to your filtering provision need to be completed and recorded as part of your filtering and monitoring review process. How often the checks take place should be based on your context, the risks highlighted in your filtering and monitoring review, and any other risk assessments. Checks should be undertaken from both a safeguarding and IT perspective.

When checking filtering and monitoring systems you should make sure that the system setup has not changed or been deactivated. The checks should include a range of:

school owned devices and services, including those used off site
geographical areas across the site user groups, for example, teachers, pupils and guests You should keep a log of your checks so they can be reviewed.
<u>You should record:</u>

when the checks took place who did the check
what they tested or checked resulting actions
<u>You should make sure that:</u>

all staff know how to report and record concerns filtering and monitoring systems work on new devices and services before releasing them to staff and pupils blocklists are reviewed and they can be modified in line with changes to safeguarding risks
You can use South West Grid for Learning's (SWGfL) testing tool to check that your filtering system is blocking access to:

illegal child sexual abuse material unlawful
terrorist content adult content

Your filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning
The importance of meeting the standard
An active and well managed filtering system is an important part of providing a safe environment for pupils to learn.

No filtering system can be 100% effective. You need to understand the coverage of your filtering system, any limitations it has, and mitigate accordingly to minimise harm and meet your statutory requirements in Keeping children safe in education (KCSIE) and the Prevent duty.

An effective filtering system needs to block internet access to harmful sites and inappropriate content. It should not: unreasonably impact teaching and learning or school administration
restrict students from learning how to assess and manage risk themselves
How to meet the standard
Governing bodies and proprietors need to support the senior leadership team to procure and set up systems which meet this standard and the risk profile of the school or college.

Management of filtering systems requires the specialist knowledge of both safeguarding and IT staff to be effective. You may need to ask your filtering provider for system specific training and support.

Technical requirements to meet the standard
Make sure your filtering provider is:

a member of Internet Watch Foundation (IWF) signed up to Counter-Terrorism Internet Referral Unit list
(CTIRU)
blocking access to illegal content including child sexual abuse material (CSAM)
If the filtering provision is procured with a broadband service, make sure it meets the needs of your school or college.

Your filtering system is checked to be up to date and applied to all:

users, including guest accounts school owned devices devices using the school broadband connection Your filtering system should:

filter all internet feeds, including any backup connections
be age and ability appropriate for the users, and be suitable for educational settings
handle multilingual web content, images, common misspellings and abbreviations identify technologies and techniques that allow users to get around the filtering such as VPNs and proxy services and block them provide alerts when any web content has been blocked Mobile and app content is often presented in a different way to web browser content. If your users access content in this way, you should get confirmation from your provider as to whether they can provide filtering on mobile or app technologies. A technical monitoring system should be applied to devices using mobile or app content to reduce the risk of harm.

It is important to be able to identify individuals who might be trying to access unsuitable or illegal material so they can be supported by appropriate staff, such as the senior leadership team or the designated safeguarding lead.

Your filtering systems should allow you to identify:

device name or ID, IP address, and where possible, the individual the time and date of attempted access the search term or content being blocked
Schools and colleges will need to conduct their own data protection impact assessment (DPIA) and review the privacy notices of third party providers. A DPIA template is available from the ICO.

The DfE data protection toolkit includes guidance on privacy notices and DPIAs.

The UK Safer Internet Centre has guidance on establishing appropriate filtering.

Your senior leadership team may decide to enforce Safe Search, or a child friendly search engine or tools, to provide an additional level of protection for your users on top of the filtering service.

All staff are made aware of reporting mechanisms for safeguarding and technical concerns. They should report if:

**they witness or suspect unsuitable material has been accessed
they can access unsuitable material
they are teaching topics which could create unusual activity on the filtering logs there is failure in the software or abuse of the system there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
they notice abbreviations or misspellings that allow access to restricted material
Dependencies to the standard Check that you
meet:**

**Broadband internet standards Cyber security standards When to meet the standard
You should already be meeting this standard.**

There are effective monitoring strategies that meet the safeguarding needs in place.

**The importance of meeting the standard
Monitoring user activity on school devices is an important part of providing a safe environment for children and staff. Unlike filtering, it does not stop users from accessing material through internet searches or software.**

Monitoring allows you to review user activity on school and college devices. For monitoring to be effective it must pick up incidents urgently, usually through alerts or observations, allowing you to take prompt action and record the outcome.

Your monitoring strategy should be informed by the filtering and monitoring review. A variety of monitoring strategies may be required to minimise safeguarding risks on internet connected devices and may include:

**physically monitoring by staff watching screens of users live supervision by staff on a console with device management software network monitoring using log files of internet traffic and web access individual device monitoring through software or third-party
services
How to meet the standard
Governing bodies and proprietors should support the senior leadership team to make sure effective device monitoring is in place which meets this standard and the risk profile of the school or college.**

The designated safeguarding lead (DSL) should take lead responsibility for any safeguarding and child protection matters that are picked up through monitoring.

The management of technical monitoring systems require the specialist knowledge of both safeguarding and IT staff to be effective. Training should be provided to make sure their knowledge is current. You may need to ask your monitoring system provider for system specific training and support.

Technical requirements to meet the standard
Governing bodies and proprietors should support the senior leadership team to review the effectiveness of your monitoring strategies and reporting process. Make sure that incidents are urgently picked up, acted on and outcomes are recorded. Incidents could be of a malicious, technical, or safeguarding nature. It should be clear to all staff how to deal with these incidents and who should lead on any actions.

The UK Safer Internet Centre has guidance for schools and colleges on establishing appropriate monitoring.

Device monitoring can be managed by IT staff or third party providers, who need to:

make sure monitoring systems are working as expected provide reporting on pupil device activity receive safeguarding training including online safety record and report safeguarding concerns to the DSL Make sure that:

monitoring data is received in a format that your staff can understand users are identifiable to the school or college, so concerns can be traced back to an individual, including guest accounts If mobile or app technologies are used then you should apply a technical monitoring system to the devices, as your filtering system might not pick up mobile or app content.

In the online safety section of Keeping children safe in education there is guidance on the 4 areas of risk that users may experience when online. Your monitoring provision should identify and alert you to behaviours associated with them.

Technical monitoring systems do not stop unsafe activities on a device or online. Staff should:

provide effective supervision take steps to maintain awareness of how devices are being used by pupils
report any safeguarding concerns to the DSL School and college monitoring procedures need to be reflected in your Acceptable Use Policy and integrated into relevant online safety, safeguarding and organisational policies, such as privacy notices.

Schools and colleges that have a technical monitoring system will need to conduct their own data protection impact assessment (DPIA) and review the privacy notices of third party providers. A DPIA template is available from the ICO.

The DfE data protection toolkit includes guidance on privacy notices and DPIAs.

Dependencies to the standard Check that you meet:

Cyber security standards When to meet the standard
You should already be meeting this standard.

The school conduct online filtering and monitoring software used by the school to keep tabs on what sites pupils are visiting or trying to visit.
Paragraph 103 on page 28 of KCSIE 2023 makes clear that the designated safeguarding lead (DSL) has responsibility for "understanding the filtering and monitoring systems and processes in place" as part of their remit. In KCSIE paragraph 124 on page 32 expressly notes that "an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring" should be included in safeguarding and child protection training at induction for all staff. We provide a filtering and monitoring policy for all staff to read as part of their induction.
This policy is reviewed annually.

In accordance with paragraph 138 on page 36 the school's child protection policy includes how appropriate filtering and monitoring technology on school devices and school networks form part of its work in this area.
These changes are in response, in part, to work done by Judy and Andy Thomas to raise awareness of the importance of this technology in schools after their daughter, Frankie, died by suicide having accessed inappropriate material because the school's filtering and monitoring software had stopped working and no one realised this was taking place.

Our focus is on online safety and ensuring that staff understand what filtering and monitoring is, and that it is in place to prevent children accessing

inappropriate and harmful content online while pupils are in school as this is a clear safeguarding and welfare concern and not just a matter for the IT team.

The DSL take lead responsibility for understanding the filtering and monitoring systems in place at the school and it is covered in the safeguarding policy as well in the safeguarding and child protection training which all staff receive. KCSIE 2023 signposts schools and colleges to the DfE's latest filtering and monitoring standards and cyber security standards for schools and colleges, which staff read and have regard to when assessing whether their filtering and monitoring systems are appropriate.

In accordance with paragraph 103 proprietors ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.
It is not appropriate for the proprietor to be the designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This is explicit in the role holder's job description.

Staff training
In accordance with paragraph 124 the proprietors ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information) at induction. The training is regularly updated. Induction and training is in line with advice from the safeguarding partners.

Filtering and monitoring
In accordance with paragraph 142 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 proprietors should ensure their school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. We ensure that 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. Proprietors 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.

In accordance with paragraph 143 appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.
To support our systems the Department for Education published filtering and monitoring standards which set out that schools should is applied which:-

- **identify and assign roles and responsibilities to manage filtering and monitoring systems.**
- **review filtering and monitoring provision at least annually. • block harmful and inappropriate content without unreasonably impacting teaching and learning.**
- **have effective monitoring strategies in place that meet their safeguarding needs**

Proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to meet the standards.

Additional guidance on filtering and monitoring can be found at: UK Safer Internet Centre: "appropriate" filtering and monitoring.https://www.saferinternet.org.uk/advice- centre/teachers-and-school-staff/appropriate-filtering-andmonitoring. South West Grid for Learning (swgfl.org.uk) have created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).

Information security and access management
In accordance with paragraph 144 The school ensures that appropriate level of security protection procedures is in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK.

11.3 Youth produced sexual imagery/ 'Sexting'

Whilst many professionals refer to the issue as 'sexting', there is no clear definition of 'sexting'.

According to research, many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.' Yet, recent NSPCC research has revealed that when children are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know.'1 Similarly, a recent ChildLine survey has revealed that many parents think of sexting as flirty or sexual text messages, rather than images.

This policy only covers the sharing of sexual imagery by children. Possessing, creating, sharing and distributing sexual photos and videos of under-18s is illegal, and therefore causes the greatest complexity for schools (amongst other agencies) when responding. It also presents a range of risks which need careful management. On this basis, this policy introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting'.

This is to ensure clarity about the issues this advice addresses.

KCSIE 132. The department has produced a one-stop hub for teachers which can be accessed here: Teaching about relationships sex and health (Gov.uk). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance. Further guidance focused on teaching relationships education specifically to prevent sexual harassment and sexual violence will be published in the 22/23 academic year.

<u>Information security and access management</u>

The school is directly responsible for ensuring they have the appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Guidance on e-security is available from the National Education Network. In addition, broader guidance on cyber security including considerations for governors and trustees can be found at NCSC.GOV.UK.

<u>Reviewing online safety</u>

Technology, and risks and harms related to it evolve and changes rapidly. The school carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children

face using a free online safety self-review tool for schools can be found via the 360 safe website.

UKCIS has published Online safety in schools and colleges: Questions from the governing board. The questions can be used to gain a basic understanding of the current approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools which can be used to improve the approach.

It has also published an Online Safety Audit Tool which helps mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring.

When reviewing online safety provision, the UKCIS external visitors' guidance highlights a range of resources which can support educational settings to develop a whole school approach towards online safety.

Information and support

There is a wealth of additional information available to support schools, colleges and parents to keep children safe online.

11.4 What is youth produced sexual imagery?

'Youth produced sexual imagery' best describes the practice because:

- **'Youth produced' includes children sharing images that they, or another child, have created of themselves.**
- **'Sexual' is clearer than 'indecent'. A judgement of whether something is 'decent' is both a value judgement and dependent on context.**
- **'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy).**

11.5 Types of incidents covered under the policy.

- **A child creates and shares sexual imagery of themselves with a peer (also under the age of 18).**
- **A child shares sexual imagery created by another child with a peer (also under the age of 18) or an adult.**
- **A child is in possession of sexual imagery created by another child.**

Types of incidents not covered under the policy.

- **The sharing of sexual imagery of children by adults as this constitutes child sexual abuse and schools should always inform the police.**
- **Children sharing adult pornography or exchanging sexual texts which do not contain imagery.**
- **Sexual imagery downloaded from the internet by a child.**
- **Sexual imagery downloaded from the internet by a child and shared with a peer (also under the age of 18) or an adult.**

11.6 Disclosure

All members of staff (including non-teaching staff) should be aware of how to recognise and refer any disclosure of incidents involving youth produced sexual imagery. This will be covered within staff training. Disclosure about youth produced sexual imagery can happen in a variety of ways. The child affected may inform a class teacher, the DSL in school, or any member of the school staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school or colleague or inform the police directly.

Any direct disclosure by a child should be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort, and they may have already tried to resolve the issue themselves.

11.7 Managing incidents

All incidents involving youth produced sexual imagery should be responded to in line with this policy. When an incident involving youth produced sexual imagery comes to a member of staff's attention:

- **The incident should be referred to the DSL as soon as possible.**
- **The DSL should hold an initial review meeting with appropriate school staff.**
- **The DSL will follow the procedures and guidance set out in 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.**
- **There should be interviews with the children involved (if appropriate).**
- **Parents of each child should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at greater risk of harm and jeopardise any police/social care investigation; and**

- **At any point in the process, if there is a concern a child has been harmed or is at risk of harm, a referral should be made to Children's Social Care and/or the police immediately.**

12 Private fostering

12.1 What is private fostering?

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is looked after for 28 days or more by someone who is not a close relative, legal guardian or person with parental responsibility. Close relatives only include parents, step- parents, aunts, uncles and grandparents. It is not private fostering if the child is 'looked after' by the Local Authority (also known as 'in care' and which includes placement in residential care, with an approved foster carer or a 'kinship' carer).

Private fostering occurs in all cultures, including British culture, and children may be privately fostered at any age.

Examples of private fostering situations include:

- **Children and young people living apart from their families for a variety of reasons e.g., a parent is ill, has had to temporarily move for work or there has been conflict, separation or divorce.**
- **Children whose parents work or study elsewhere in the UK or overseas.**
- **Children sent to this country by their parents for education and health care.**
- **Young people living with the family of a boyfriend or girlfriend; and**
- **Children on holiday exchanges**

People become private foster carers for all sorts of reasons. Private foster carers can be a family friend, or someone who is willing to care for the child of a family they do not know, for example host families supplied by a Guardianship Organisation. If a host family is going to be caring for a child for 28 days or longer, they are classed as private foster carers and the Local Authority must be notified.

12.2 Why does your Local Authority Children's Services need to know?

By law, the Local Authority must be informed about all private fostering situations.

The child's parents, private foster carers and anyone else involved in the arrangement or who becomes aware of the arrangement, e.g., guardianship agencies, schools or health professionals are legally required to inform Children's Services. Children's Services have a legal duty to make sure all private fostering arrangements are safe for the child. Once informed of the arrangement, they will check the suitability of private foster carers, make regular visits to the child and ensure advice, help and support is available when needed.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, s/he should raise this with the DSL. Where Children's Social Care are not already aware of the circumstances, the DSL should make a referral to them. (Section 67(1) of the Children Act 1989 amended by the children Act 2004) and the Children (Private Arrangements for Fostering) Regulations 2)

12.3 Time scale for informing local Authority

The child is not yet living with the private foster carers - Within 6 weeks beforehand.
The child will move in with the private foster carers- Immediately.
The child is already living with the private foster carers- Immediately.

13 Looked After Children

A child who is being 'looked after' by their Local Authority is usually known as a 'Child in Care' or a 'Looked After Child'. They might be living with foster parents or at home with their parents under an Interim Care Order granted to social care, or in residential children's homes, or other residential settings like schools or secure units.

A child who is adopted is not a Looked After Child.

Occasionally, children are placed into Local Authority foster care under an Interim Care Order when an adoption breaks down and the adoptive parents relinquish the child.

Once a Full Care Order is agreed, the child remains on long term foster care. The adoptive parents may or may not have continued contact with the child, depending on the situation and the emotional impact on the child.

An Interim Care Order will remain in place until care proceedings are concluded (within 26 weeks in most authorities). At the conclusion of care proceedings in any situation, the child will either stay in long term foster care (under a Full

Care Order) until they reach the age of 18 years, return to their parents (usually under a Supervision Order), reside with other family members/friends (usually under a Special Guardianship Order), or in some cases be adopted. In all of the latter situations, it is most usual for parents to have agreed contact arrangements with their child, most commonly three times per year.

A child may also have been placed in care voluntarily by their parents who are struggling to manage their children's behaviour, or meet their child's needs due to their own illnesses or disabilities (under section 20, Children Act 1989). In these cases, rehabilitation will always be the aim, but if this is not possible, the Local Authority will apply for an Interim Care Order and finally a Full Care Order. Usually, these parents will have continued contact with their child.

As a result of their experiences both before and during care, Looked After Children are at greater risk than their peers; they are, for example, four times more likely than their peers to have a mental health difficulty.

Providing a secure, caring environment and enabling such children to develop strong, trusting and stable relationships with professionals is critical to their safety and wellbeing.

Staff receives training on Looked After Children, including on the reasons children become looked after, their legal status, the support that staff can provide to keep such children safe and the ways in which they can maximise educational stability for Looked After Children.

The Looked After Lead, in collaboration with the DSL,

(a) Is responsible for ensuring that any looked after children are adequately supported by staff in school.

(b) Has contact details of the child's social worker and the name and contact details of the Virtual School Head for children in care.

(c) Ensures that relevant staff members have sufficient information about the child's looked after legal status and care arrangements.

(d) Works with the Virtual School Head to discuss how staff can best support the progress of Looked After Children in the school and meet the needs in the child's Personal Education Plan; and

(e) Attends Looked After Children reviews and other meetings they are required to attend.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

14 Host families

14.1 When might this happen

Schools often make arrangements for children to take part in exchange visits, either to other parts of the UK or abroad. Exchanges can benefit learning across a range of subjects. In particular, foreign visits can enrich the languages curriculum and provide exciting opportunities for pupils to develop their confidence and expertise in the use of other languages.

14.2 The School's responsibilities

Schools have a duty to safeguard and promote children's welfare as outlined in this policy. This extends to considering their safety and how best to minimise risk of harm to those children during any exchange visit the school arranges, and when organising for the care and accommodation of a child with a host family (known as homestays) as part of the exchange.

14.3 Suitability of adults in UK host families for homestay arranged by the school

When arranging a homestay, schools should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.
In circumstances where a school arranges for a visiting child to be provided with care and accommodation in the UK (including where they engage a company to make those arrangements) in the home of a family to which the child is not related (including where a person has parental responsibility for the visiting child), the responsible adults will be engaging in 'regulated activity' for the

period of the stay. In such cases and where the school has the power to terminate such a homestay, the school or college would be the regulated activity provider.

A regulated activity provider commits a criminal offence if it knows or has reason to believe that an individual is barred by the Disclosure and Barring Service (DBS) from engaging in regulated activity but allows that individual to carry out any form of regulated activity.

14.4 Private arrangements

Where the child's parent(s) or a student themselves arranges their own homestay, this would be a private arrangement, therefore the school or college would not be the regulated activity provider. Where it is a private arrangement, the school is not entitled to obtain a standard or enhanced DBS check.

14.5 Background check for adults in home stay arrangements

When a school arranges a homestay, it should consider what intelligence/information will best inform its assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay.

It will be for the school or college to use their professional judgement to decide what it considers will be most relevant.

However, to help inform that assessment, schools and colleges should obtain, as a minimum, a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed, it will also allow the school or college to consider, alongside all other intelligence that it has obtained, whether the adult would be a suitable host for a child.

14.6 Volunteer DBS check

DBS enhanced certificates with barred list information for volunteer roles can be obtained free of charge. In respect of an adult who provides UK homestay and receives no remuneration in respect of the stay or where schools reimburse families only for expenses incurred, to enable a DBS application to be considered as a volunteer role, the 'Position Applied For' field will need to make clear that the position is unpaid.

In addition to those engaging in regulated activity, schools are free to decide whether they consider it necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying.

KCSIE footnote 101 The DBS does not charge for checks on volunteers. However, if the school use an external organisation to carry out the check, there may be an administration charge.

14.7 Suitability of adults in host families abroad

It is not possible for schools and colleges to obtain criminal information from the DBS about adults who provide homestays abroad. Schools should liaise with partner schools abroad, to establish a shared understanding of, and agreement to, the arrangements in place for the visit. They should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange.

Parents should be aware of the agreed arrangement. Schools are free to decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.

The school should produce a written risk assessment outlining the approach taken and indicating the reasons for specific decisions.

14.8 During the visit

Pupils should understand who to contact during a homestay should an emergency occur, or a situation arise which makes them feel uncomfortable.

14.9 Action for extended home stay

Where a period of UK homestay lasts 28 days or more, for a child aged under 16 years of age (under 18 years of age if the child has disabilities), this may amount to Private Fostering under the Children Act 1989. In these cases, the school should notify the local authority of the arrangements. Private fostering legislation places a duty on local authorities to satisfy themselves that the welfare of a child who is being, or proposed to be, privately fostered in their area is being or will be satisfactorily safeguarded and promoted. By notifying the local authority, the school and college will be assisting the local authority in discharging its duty.

See section on Private Fostering.

15 Child on child abuse

All staff should be alert to the risk of child on child abuse and understand their role in preventing, identifying and responding to it.

Staff should know that children are capable of abusing their peers. They should never dismiss abusive behaviour as a normal part of growing up, 'banter' or 'just having a laugh' and should not develop high thresholds before taking action.

Abuse is abuse and Child on child abuse should be taken as seriously as abuse by adults.

15.1 Definition of child on child abuse

For these purposes, Child on child abuse is any form of abuse perpetrated by a child towards another child. It can take many different forms, including, but not limited to, serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, 'upskirting' (see below), harmful sexual behaviour (see below) and gender-based violence.

These categories of abuse rarely take place in isolation and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being physically abused by a family member or by older boys. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

Youth produced sexual imagery can but does not always constitute abusive behaviour. All incidents involving youth produced sexual imagery should be responded to with reference to the school's policy and in accordance with this policy (see above).

Different forms Child on child abuse can take, such as:

- **bullying (including cyberbullying).**
- **physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.**
- **sexual violence and sexual harassment.**
- **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)**

15.2 What role does gender play?

Children of all gender identities can both perpetrate and be the victim of child on child abuse, but this often manifests itself differently; - girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

15.3 When does behaviour become abusive?

It can be difficult to distinguish between abusive behaviour, which should be dealt with in accordance with the procedure set out below, and behaviour which does not constitute abuse, such as low-level bullying (where the school's AntiBullying Policy should be followed) or age-appropriate sexual experimentation.

Factors which may indicate that behaviour is abusive include:

a) **Where it is repeated over time and/or where the perpetrator intended to cause serious harm.**
b) **Where there is an element of coercion or preplanning; and**
c) **Where there is an imbalance of power, for example, as a result of age, size, social status or wealth.**

This list is not exhaustive, and staff should always use their professional judgment and discuss any concerns with the DSL.

15.4 Identifying victims of child on child abuse

Identifying Child on child abuse can be achieved by being alert to children's well-being and to general signs of abuse. Signs that a child may be suffering from child on child abuse overlap with those relating to other types of abuse – see indicators of abuse, earlier in this document.

Signs can include:

a) Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard you would ordinarily expect. b) Physical injuries.

c) **Having difficulties with mental health and/or emotional wellbeing.**

d) **Becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety, panic attacks, suffering from nightmares or lack of sleep or sleeping too much. e) Drugs and/or alcohol use.**
f) Changes in appearance and/or starting to act in a way that is not appropriate for the child's age.

This list is not exhaustive and the presence of one or more of these signs does not necessarily indicate abuse.

15.5 Are some children particularly vulnerable to abusing or being abused by their peers?

Any child can be affected by child on child abuse and staff should be alert to signs of such abuse amongst all children.

Research suggests that:

a) **Child on child abuse is more prevalent amongst children aged 10 and older, although it also affects younger children, including by way of harmful sexual behaviour.**

b) **Children who are particularly vulnerable to abuse or to abusing others include those who have (i) witnessed or experienced abuse or violence themselves; (ii) suffered from the loss of a close family member or friend; or (iii) experienced considerable disruption in their lives.**

c) **Children with SEN/D and those who identify as LGBT+ are particularly vulnerable to both abuse and Child on child abuse.**

15.6 The prevalence of child on child abuse

Recent research suggests that Child on child abuse is one of the most common forms of abuse affecting children in the UK.

For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion (Barter et al 2015).

Two thirds of contact sexual abuse experienced by children aged 17 or under was perpetrated by someone who was also aged 17 or under (Radford et al 2011) and over a third of young boys in England admitted to watching porn and having negative attitudes towards women (University of Bristol and University of Central Lancashire, 2015).

15.7 What should I do if I suspect either that a child may be being abused, or that a child may be abusing others?

If a member of staff thinks for whatever reason that a child may be at risk of abuse from another child or young person, or that a child may be abusing others, the member of staff should report their concern to the DSL without delay in accordance with this policy. If a child is in immediate danger, or at risk of harm, a referral to Children's Social Care and/or the police should be made immediately.

15.8 How will the DSL respond to concerns of child on child abuse?

The DSL will discuss the behaviour with the member of staff and will, where necessary, take any immediate steps to ensure the safety of the victim(s) or any other child.

Where the DSL considers or suspects that the behaviour might constitute abuse, Children's Social Care will be contacted immediately and, in any event, within 24 hours of the DSL becoming aware of it. The DSL will discuss the incident with Children's Social Care and agree on a course of action, which may include

(a) Taking any steps to ensure the safety and wellbeing of any children affected.

(b) Further investigation.

(c) Referral to other agencies such as the police (where a crime may have been committed), CAMHS, a specialist harmful sexual behaviour team and/or youth offending services.

Any response should be decided in conjunction with Children's Social Care and other relevant agencies and should:

•Investigate the incident and the wider context and assess and mitigate the risk posed by the perpetrator(s) to the victim(s) and to other children.
•Consider that the abuse may indicate wider safeguarding concerns for any of the children involved.

- **Treat all children (whether perpetrator or victim) as being at risk - while the perpetrator may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves.**
- **Take into account the complexity of child on child abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited, they are not consenting.**

- **Take appropriate action in respect of the perpetrator – any action should address the abuse, the causes of it, attitudes underlying it and the support that may be needed if the perpetrator is at risk.**

Factors to consider include: the risk the perpetrator(s) poses and will continue to pose to other children, their own unmet needs, the severity of the abuse and the causes of it.
Disciplinary action may be appropriate, including: -

(a) To ensure that the perpetrator takes responsibility for and realises the seriousness of his or her behaviour.

(b) To demonstrate to the perpetrator and others that abuse can never be tolerated, and.

(c) To ensure the safety and wellbeing of the victim and other children in the school. Permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the victim(s) and other children in the school.

- **Provide on-going support to victim(s) including by (a) ensuring their immediate safety; (b) responding promptly and appropriately to the abuse; (c) assessing and addressing any unmet needs; (d) following the procedures set out in this Safeguarding Policy (including where the child is in need of early help or statutory intervention); (e) monitoring the child's wellbeing closely and ensuring that s/he receives ongoing support from all relevant staff members within the school; (f) engaging with the child's parents and any external agencies to ensure that the child's needs are met in the longterm.**

- **Consider the lessons that can be learnt from the abuse and put in place measures to reduce the risk of such abuse recurring. This may include, for example: gender and equalities work, work around school safety, security and supervision, awareness raising for staff, students and parents about a particular form of abuse, training for staff on handling certain types of incidents or abuse.**

15.9 How does the school raise awareness of, and reduce the risk, of child on child abuse?

Staff are trained on the nature, prevalence and effect of child on child abuse, and how to prevent, identify and respond to it.

The school actively seeks to prevent all forms of child on child abuse by educating students and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community, and responding to all cases of child on child abuse and any cases of bullying (no matter how trivial) promptly and appropriately.

Children are educated about the nature and prevalence of child on child abuse via RE and RSE; they are told what to do if they witness or are victims of such abuse, the effect that it can have on the victims and the possible reasons for it, including vulnerability of the perpetrator.

They are regularly informed about the school's approach to such issues, including its zero-tolerance policy towards all forms of bullying and Child on child abuse.

15.10 Sexual Violence and Sexual Harassment between Children

Child on child abuse can include two specific forms, known as Sexual Violence and Sexual Harassment. Any response to these should fall within, and be consistent with, the school's wider approach to child on child abuse (see above). Sexual Violence includes sexual offences which fall under the Sexual Offences Act 2003.

Sexual Harassment refers to 'unwanted conduct of a sexual nature'. This can occur online (including, but not limited to non-consensual sharing of images, making sexual comments on social media) and offline (including but not limited to making sexual comments, sexual taunting or 'jokes', and physical contact, for example, brushing against someone deliberately or interfering with their clothes).

Sexual Violence and Sexual Harassment can:

- **Occur between any two children, or a group of children against one individual or group**
- **Be perpetrated by a child of any age against a child of any age**
- **Be perpetrated by a child of any sexual orientation against a child of any sexual orientation**
- **Include behaviours that exist on an often-progressive continuum and may overlap**
- **Be online and offline (physical or verbal)**

Victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

All staff members must complete training in managing a report of child-on-child sexual violence and sexual harassment. The procedure for which is as follows: -

When managing a report of child and child sexual violence and sexual abuse Overstone Park School policy on this must be applied.

Manage internally

- **In some cases of sexual harassment, for example, oneoff incidents, the school or college may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support;**
- **Whatever the response, it should be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.**
- **All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).**

Early help

- **In line with 1 above, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the Early Help process is and how and where to access support.**
- **More information on Early Help is set out in Part one of this guidance with full details of the early help process in Chapter one of Working Together to Safeguard Children;**
- **Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.**
- **Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).**

- **Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.**
- **All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).**

Referrals to children's social care

- **Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.**
- **At the point of referral to children's social care, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.**
- **If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.**
- **Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.**
- **Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 445-447 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school or college should be immediate.**
- **In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated**

safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

- **Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.**
- **All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).**

Reporting to the Police

- **Any report to the police will generally be in parallel with a referral to children's social care (as above).**
- **It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.**
- **Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools and colleges decide when to engage the Police and what to expect of them when they do: When to call the police;**
- **Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.**
- **At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.**
- **All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.**
- **In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is**

important that the school or college continue to engage with specialist support for the victim and alleged perpetrator(s) as required.

- **Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.**
- **If schools or colleges have questions about the investigation, they should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).**
- **Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.**
- **All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).**

16 Upskirting

Under the Voyeurism Act 2019, 'Upskirting is a new criminal offence and typically refers to the taking of a photo under someone'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.
Children with Special Educational Needs (SEN) are more vulnerable, and there may be barriers in recognising abuse in this group of children. In addition, children who are perceived by their peers to be LGBT+ or identify themselves as LGBT+ may be more vulnerable.

Advice from the Department for Education on Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2017) provides information about what sexual violence and sexual harassment is, how to minimise the risk of it occurring, and what to do when incidents occur, or are alleged to have occurred.

The DfE advice highlights best practice and cross-references other advice, statutory guidance and the legal framework. The school will apply the principles set out in it when considering their approach to sexual violence and sexual harassment between children.

Key Points of the guidance - It makes clear that sexual violence and sexual harassment are not acceptable, will never be tolerated, and are not an inevitable part of growing up highlights the risks of tolerating or dismissing any forms of sexual violence or sexual harassment, and encourages early intervention to avoid potential escalation.

- **Advises on how to embed training and education on these issues within a strong pastoral system, and a planned taught programme across the whole curriculum encourages forums that enable children to talk about issues openly**
- **Includes a list of possible topics that any taught programme could cover - including consent, gender roles, stereotyping and equality, healthy relationships, and power imbalances in relationships.**
- **Advises on how to manage a disclosure, either from the child who has suffered abuse or from other children.**
- **Provides guidance on when to carry out a risk and needs assessment for children affected by sexual violence or sexual harassment.**
- **Provides guidance on initial considerations which schools should take into account when faced with a concern or allegation of sexual violence or sexual harassment - including the age and developmental stages of the children, and any power imbalance between them; and**
- **Provides guidance on difficult scenarios which schools might encounter, for example: - how to handle an incident between two pupils which is alleged to have taken place away from school premises.**

Remote education

KCSIE 139. Guidance to support the school understand how to help keep pupils, students and staff safe whilst learning remotely can be found at Safeguarding and remote education - GOV.UK (www.gov.uk) and providing remote education: guidance for schools - GOV.UK (www.gov.uk). The NSPCC also provide helpful advice - Undertaking remote teaching safely.

KCSIE 140. The school is in regular contact with parents and carers. Those communications are used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

KCSIE 191. Statutory guidance: Designated teacher for looked after and previously looked- after children contains further information on the role and responsibilities of the Designated Teacher.

Virtual school heads

192. Virtual school heads51 manage pupil premium plus for looked after children;52 they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.53 The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

KCSIE 193. As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, virtual school heads have responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.

KCSIE 194. Statutory guidance on Promoting the education of looked-after and previously looked-after children contains further information on the roles and responsibilities of virtual school heads.

KCSIE 195. In addition to their statutory duties, the role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

KCSIE 196. In offering advice and information to workforces that have relationships with children with social workers, virtual school heads should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include designated safeguarding leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist.

KCSIE 202. Further information can be found in the department's:

- **SEND Code of Practice 0 to 25, and**
- **Supporting Pupils at School with Medical Conditions. And from specialist organisations:**

- **Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people**
- **Council for disabled children - Every local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEND, and their parents.**

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

KCSIE 203. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

KCSIE 204. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

KCSIE 492. Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.

17 Further information

Annex A of Keeping Children Safe in Education contains further guidance on a range of specific safeguarding issues. This section should be read by all staff that work directly with children.

Any person that has a concern about a child within the school must follow the procedures outlined within this document.

If staff have any concerns about a child's welfare, they should act on them immediately. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to Children's Social Care (and if appropriate the police) is made immediately.

Annex A of KCSIE contains guidance on the following issues:

- **Children and the court system**

- **Children missing from education**
- **Children with family members in prison**
- **Child sexual exploitation**
- **Child criminal exploitation: county lines**
- **Domestic abuse**
- **Homelessness**
- **So-called 'honour-based' violence**
- **Preventing radicalisation**
- **Child on child abuse**
- **Sexual violence and sexual harassment between children in schools and colleges.**
- **Upskirting.**

<u>The use of 'reasonable force'.</u>

All staff are required to adhere to the school's policy on 'reasonable force' There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'.

The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

An adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils. It encourages headteachers, principals, governing bodies, and Staff are Team Teach trained and make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups.

They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non- discrimination and their Public Sector Equality Duty.

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

18 Low level concerns

The safety and wellbeing of children in our school is dependent on the vigilance of all our staff and their prompt communication to the DSL or Principal of any concerns, no matter how small, about any conduct by an adult which causes you to doubt that adult's suitability to work with or have access to children. All references in this section to "adult" should be interpreted as meaning any adult (defined above) and any visitor, unless otherwise stated.

The school is conscious of its duty of care to pupils and will always act, including if alerted to the possibility of abuse arising from situations or persons outside the school setting.

The notification and prompt handling of all concerns about adults, including those raised by individuals about themselves, is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust and transparency and it clarifies expected behaviours.

Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns, or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

We have the safeguarding and protection of children at our core it is part of the school culture. If you are concerned about the behaviour or actions of any adult, speak to the DSL or Principal.

18.1 Code of Conduct

All staff must behave responsibly and professionally in all dealings with children and specifically with pupils for whom they have a duty of care.

All staff must follow the procedures set out in our 'Staff Code of Conduct including Acceptable Use Policy'.

Staff should always avoid behaviour which might be misinterpreted by others. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should note that it is an offence for a person aged 18 or over and in a position of trust to touch a child in a sexual way or have a sexual relationship with a child, even if the relationship is consensual. A position of trust could arise even if the member of staff does not teach the child.

Overstone Park School does not permit the use of personal mobile phones and cameras by staff where children are present. The school has a specific Early Years Policy for The Use of Mobile Phones and Devices that recognises and manages the risks by a means appropriate to the setting.

Our Staff Code of conduct Policy creates a culture in which the clear values and expected behaviours which are set out in our Code of Conduct are lived, constantly monitored, and reinforced by all staff. In particular, the intention of this policy is to:

- **Maintain a culture of openness, trust and transparency in which staff are confident and clear about expected behaviours of themselves and their colleagues, the delineation of boundaries and reporting lines.**
- **Ensure staff feel empowered to raise any low-level concerns, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in our Code of Conduct; and**
- **Provide for responsive, sensitive and proportionate handling of such concerns when they are raised – maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff from false allegations or misunderstandings.**

18.2 Low- level concern and self-reporting policy

The overarching aim of the school's Low-Level Concern Policy is to facilitate a culture in which the clear values and expected behaviours which are set out in our Code of Conduct are lived, constantly monitored, and reinforced by all staff.

In particular, the intention of this policy is to:

- **Maintain a culture of openness, trust and transparency in which staff are confident and clear about expected behaviours of themselves and their colleagues, the delineation of boundaries and reporting lines.**
- **Ensure staff feel empowered to raise any low-level concern, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in our Code of Conduct; and**
- **Provide for responsive, sensitive and proportionate handling of such concerns when they are raised – maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff from false allegations or misunderstandings.**

Self-reporting

From time to time an individual may find him/herself in a situation which might appear compromising to others, or which could be misconstrued. Equally, an individual may for whatever reason have behaved in a manner which on reflection he/she considers falls below the standard set out in the Code of Conduct.

Self-reporting in these circumstances is encouraged as it demonstrates both awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived.

As such, the school sees self- reporting of low-level concerns as an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

Low level concerns about an adult

From time to time an individual may notice behaviour or actions in others which leave then concerned. These are behaviour or actions which fall short of a formal allegation of abuse. These tend to be behaviours which indicate that our Code of Conduct has not been met. Any such concerns can be dealt with as a low-level concern.

A low level concern for this purpose is any concern, no matter how small and even if no more than a 'nagging doubt', that an adult may have acted in a manner inconsistent with the school's Code of Conduct or simply – even if not linked to a particular act or omission – a sense of unease as to the adult's behaviour particularly towards or around children.

18.3 What do I do if I have Low-level concern.

A self-report also falls under our Low-Level Concerns Policy and can be as described above. Where a staff member wishes to work outside out of their contract with Overstone Park School, they should first seek agreement with the principal and a written confirmation placed in their employee file.

What should I do if I have one?

Where a low-level concern (including self-reports) exists, it should be reported to the DSL or to the principal as soon as reasonably possible and, in any event, within 24 hours of becoming aware of it (where the concern relates to a particular incident).

18.4 How will my low- level concern be handled?

The DSL will discuss all low-level concerns s/he receives with the principal as soon as possible and in any event within 24 hours of becoming aware of it. The principal will, in the first instance, satisfy him/herself that it is a low-level concern and should not be reclassified as an allegation and dealt with under the appropriate procedure (outlined later in this document). The circumstances in which a low-level concern might be reclassified as an allegation are where:

a) **The threshold is met for an allegation (see below).**
b) **There is a pattern of low-level concerns which collectively amount to an allegation; or**
c) **There is other information which, when taken into account, leads to an allegation.**

Where the Principal is in any doubt whatsoever, advice will be sought from the Designated Officer, if necessary, on a nonames basis.

Having established that the concern is low level, the DSL or Principal as appropriate will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary.

Most low-level concerns by their very nature are likely to be minor and will be dealt with by means of management guidance, training, etc. The person to which the low-level concern relates should be informed of any concern raised about them once all risk has been identified and assessed.

KCSIE 432. The school achieves the purpose of low-level concerns policy by:

- **ensuring their staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others.**
- **empowering staff to share any low-level safeguarding concerns (see below)**
- **addressing unprofessional behaviour and supporting the individual to correct it at an early stage**
- **handling and responding to such concerns sensitively and proportionately when they are raised, and**
- **helping identify any weakness in the school or colleges safeguarding system. Sharing low-level concerns**

KCSIE 433. The school ensures that their low-level concerns policy contains a procedure for sharing confidentially such concerns which is clear, easy to understand and implement.

Low-level concerns are shared initially with the DSL and with the principal. The principal is the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns the principal may consult with the DSL and take a more collaborative decisionmaking approach.

KCSIE 434. Low-level concerns which are shared about supply staff and contractors is notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

18.5 What records will be kept?

Where a low-level concern has been communicated, or a selfreport raised by an individual about themselves, a confidential record will be kept in a central file which logs all low-level concerns and will be retained until the staff member reaches normal pension age or 10 years after if longer. This is necessary to enable any patterns to be identified. However, no record will be made of the concern on the individual's personnel file (and no mention made in job references) unless either:

a) The concern (or group of concerns) has been reclassified as an allegation as above; or

b) The concern (or group of concerns) is sufficiently serious to result in formal action under the school's grievance, capability or disciplinary procedure.

19 Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors

The purpose of this section of the policy is to outline how allegations against adults will be handled. Allegations will always be dealt with in accordance with statutory guidance provided in KCSIE.

19.1 What is an allegation?

Allegations represent situations that might indicate a person will pose a risk of harm to children if they continue to work in regular or close contact with children in their present position, or in any capacity.

This policy applies to all adults in the school if it is alleged that they have:

- **Behaved in a way that has harmed a child, or may have harmed a child; possibly committed a criminal offence against or related to a child; or**

- **Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.**

An allegation may be triggered by one specific incident or by a pattern of behaviour by the adult, or low-level concerns which when considered collectively amount to an allegation.

19.2 What should I do if I have an allegation?

The adult to whom the concern or allegation relates should not be informed.

If the allegation is about the principal, it must be referred to Designated Officer of the Local Authority immediately without informing the Principal.

19.2 (a) Clarification on allegations against agencies and individuals

How the school handle any allegations made against an outside organisations or individual using school premises. In accordance with paragraph 377 The School may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of

running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the school will follow their safeguarding policies and procedures, including informing the LADO.

This could relate to the school premises being used by community groups, sports associations or any service providers that run extracurricular activities. This relates to incidents taking place when a third-party organisation (or individual) is using the school premises. The school's usual safeguarding policies and procedures will be followed and appropriate referrals to external agencies made.

The advice simply states: "As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO [local authority designated officer]."

19.3 Duties as an employer and an employee

This policy relates to members of staff and volunteers who are currently working in any school, regardless of whether the school is where the alleged abuse took place.

Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

The Proprietor has a duty of care to all employees. ISA will provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time, supports the person who is the subject of the allegation. Where an allegation is made against a member of supply staff; the agency providing the staff member must be notified and fully involved in each step of the process.

19.4 Dealing with an allegation

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above or may do so without warranting consideration of either a police investigation or enquiries by local authority Children's Social Care services. In these cases, local arrangements will be followed to resolve cases without delay. Some rare allegations will be so serious they require immediate intervention by Children's Social Care services and/or the police.

Initial discussion

The principal will not undertake any investigation before first speaking to the Designated Officer. The principal (or DSL where there is an allegation against the principal will inform the Designated Officer of all allegations that come to the school's attention and appear to meet the criteria. The Designated Officer will consult with the police and Children's Social Care as appropriate. After first notifying the Designated Officer, the Principal; Head of HR and the Regional Safeguarding Advisor of the allegation and the action taken.

The purpose of an initial discussion is for the Designated Officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The Designated Officer(s) may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the Designated Officer(s) in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded by both the case manager and the Designated Officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the Designated Officer(s) what action should follow both in respect of the individual and those who made the initial allegation.

Inter-agency Strategy Discussion

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened by the Designated Officer or the police in accordance with the statutory guidance Working Together to Safeguard Children.

If the allegation is about physical contact, the strategy discussion or initial evaluation with the police will take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Where a strategy discussion is needed, or police or Children's Social Care services need to be involved, the case manager (school) will not inform the accused person until those agencies have been consulted and have agreed what information can be disclosed to the accused. The case manager should only inform the accused person about the allegation after consulting the Designated Officer(s) and actions have been decided. It is extremely important that the case manager provides the accused with as much information as possible at that time.

Where it is clear that an investigation by the police or Children's Social Care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the Designated Officer(s) will discuss the next steps with the case manager. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative (see guidance on suspension, below).

<u>Internal investigations</u>

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the Designated Officer(s) will discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, an internal investigation will be agreed upon and should normally be undertaken by a senior member of school staff. Where necessary, due to lack of resource or the nature or complexity of the allegation, the allegation will require an independent investigator. An independent investigator will be appointed by the principal/a member of the SMT.

Where a safeguarding concern or allegation triggers another procedure, such as grievance or disciplinary, that procedure shall only be followed once the immediate safeguarding concern or allegation has been fully investigated.

19.5 Suspension of employee

Overstone Park School will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking that step.

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations.

In some rare cases, this will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported: all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the Designated Officer(s), Children's Social Care or the police as required. But suspension is highly unlikely to be justified on the basis of such concerns alone.

A meeting is held with managers to make the decision about whether suspension is the correct course of action.

Suspension will be considered only in a case where there is cause to suspect a child or other children at the school are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager will consider carefully whether the circumstances warrant suspension from contact with children at the school or until the allegation is resolved.

In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual who works at the school or sixth form college, immediate action will be taken to ensure the individual does not carry out work in contravention of the order, i.e. pending the findings of the TRA investigation, the individual must not carry out teaching work.

The case manager will also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension.

If the Designated Officer(s), police and Children's Social Care services have no objections to the member of staff continuing to work during the investigation, the case manager will aim to be as inventive as possible to avoid suspension.

Based on assessment of risk, the following alternatives will be considered by the case manager before suspending a member of staff:

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

Providing an assistant to be present when the individual has contact with children; redeploying to alternative work in the school so the individual does not have unsupervised access to children.

Moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the Designated Officer(s). This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation will be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. Overstone Park School will make clear to the suspended employee where they can obtain support. The person will be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's Social Care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although the case manager will give appropriate weight to their advice. The decision to suspend rests with the proprietor of the school.

Where a strategy discussion or initial evaluation concludes that there should be enquiries by Children's Social Care services and/or an investigation by the police, the Designated Officer(s) should canvass police and Children's Social Care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school consideration

of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision will be taken on a case-by-case basis having undertaken a risk assessment.

19.6 Support for employees

Overstone Park School has a duty of care to their employees and will act to manage and minimise the stress inherent in the allegations process. Support for the accused individual is vital to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the Children's Social Care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support.

The case manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of the child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or the police or Children's Social Care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed of the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome in confidence.

Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing, as set out in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, Children's Social Care services, or the police as appropriate, will consider what support the child or children involved may need.

19.7 Timescales

It is in everyone's interest to resolve cases as quickly as possible and ensure consistency with a fair and thorough investigation. All allegations will be investigated as a priority to avoid any delay. The time taken to investigate and resolve individual cases depends on a variety of factors, including the nature, seriousness and complexity of the allegation.

For cases where it is clear immediately that the allegation is unsubstantiated or malicious, it is aimed that they will be resolved within one week. Any concerns about safeguarding will always be discussed with the Designated Officer.

19.8 Confidentiality

When an allegation is made, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation).

The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions are dis-applied if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so, or if a judge lifts restrictions in response to a request to do so. The provisions commenced on 1 October 2012.

The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public." This means that a parent who, for example, published details of the allegation on a social networking site, would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

In accordance with the Authorised Professional Practice published by the College of Policing in May 2017, the police will not normally provide any information to the press or media that might identify an individual who is under

investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted).

The case manager will take advice from the Designated Officer(s), police and Children's Social Care services to agree the following:

- **Who needs to know and, importantly, exactly what information can be shared.**
- **How to manage speculation, leaks and gossip.**
- **What, if any, information can be reasonably given to the wider community to reduce speculation; and**
- **How to manage press interest if, and when, it should arise.**

19.9 Oversight and monitoring

The Designated Officer(s) has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with Safeguarding Partners on the subject. The Designated Officer(s) will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Police forces should also identify officers who will be responsible for:

Liaising with the Designated Officer(s).
Taking part in the strategy discussion or initial evaluation. Subsequently reviewing the progress of those cases in which there is a police investigation; and
Sharing information on completion of the investigation or any prosecution.

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

19.10 Information sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. As school we have clear powers to share, hold and use information for these purposes.

In a strategy discussion or the initial evaluation of the case, the agencies involved will share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

Where the police are involved, wherever possible, the employer will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This will be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children's Social Care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

19.11 Following a criminal investigation or a prosecution

The police should inform the employer and Designated Officer(s) immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after the person has been charged. In those circumstances, the Designated Officer(s) should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or Children's Social Care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to be given as to the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

If the accused person resigns or their services cease to be used and the criteria are met, it will not be appropriate to reach a settlement/compromise agreement. Any settlement/compromise agreement that would prevent the proprietor from making a DBS referral even though the criteria for referral are met, is likely to result in a criminal offence being committed. This is because the proprietor would not be complying with its legal duty to make the referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the accused will be given a full opportunity to answer the allegation and make representations about it. However, the process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated on the basis of all the information available, will continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible. 'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.
There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.

19.12 Record keeping

Records should include:

A clear and comprehensive summary of the concern.
Details of how the concern was followed up and resolved. A note of any action taken, decisions reached and the outcome.

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was

followed up and resolved, and a note of any action taken, and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.
The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The record will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation, if that is longer.
The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

19.13 References

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference. See KCSIE for further information on references.

Inspections

The Independent Schools Inspectorate (ISI) is approved to inspect certain independent schools and will also report on safeguarding arrangements. ISI has a published framework which informs how it inspects at Independent Schools Inspectorate.

Use of school or college premises for non-school/college activities

When the school is hired or rented out school to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extracurricular activities) we ensure that appropriate arrangements are in place to keep children safe.
A use of the school by outside bodies policy is in place.

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The proprietor therefore seek assurance that the body concerned has

appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate.

The proprietor will also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.