

The Priestley Academy Trust



Child Protection and Safeguarding Policy

First Version Implemented	Revision Level	Current Version Adopted by Trust	Review Date	Responsible Person
September 2017	V6.0	March 2021	September 2021	CEO

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Statement of Intent

The Priestley Academy Trust is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

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

It will be achieved by:

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

The DSL is: Robin Cusdin

In the absence of the DSL, child protection matters will be dealt with by a DDSL, ask the Office for the Duty DDSL.

Please see appendices for school specific information.

Signed by:			
Robin Cusdin	Headteacher	Date:	2/3/2021
	Chair of Governors	Date:	

Definition

- 1.1 The terms “**children**” and “**child**” refer to anyone under the age of 18.
- 1.2 For the purpose of this policy, The Priestley Academy Trust will define “safeguarding and protecting the welfare of children” as:
 - Protecting pupils from maltreatment
 - Preventing the impairment of pupils’ mental and physical health or development
 - Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all pupils to have the best outcomes
- 1.3 For the purposes of this policy, the term “**harmful sexual behaviour**” includes, but is not limited to, the following actions:
 - Using sexually explicit words and phrases
 - Inappropriate touching
 - Sexual violence or threats
 - Full penetrative sex with other children or adults
- 1.4 In accordance with the DfE’s guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’ (2018), and for the purposes of this policy, the term “**sexual harassment**” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.
- 1.5 For the purpose of this policy, the term “**sexual violence**” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.
- 1.6 For the purposes of this policy, “**upskirting**” refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.
- 1.7 The term “**teaching role**” is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

Legal framework

2.1 This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

Legislation

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (as amended)
- The Equality Act 2010
- The Protection of Freedoms Act 2012
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 20

Statutory Guidance

- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'The Prevent Duty'
- DfE (2019) 'Keeping Children Safe in Education'
- DfE (2016) 'Disqualification under the Childcare Act 2006'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) Sexual violence and sexual harassment between children in schools and colleges

Other relevant school policies include:

- Child Sexual Exploitation (CSE) Policy
- Children Missing Education Policy

- Extremism and Anti-Radicalisation Policy
- Allegations of Abuse Against Staff Policy
- Behavioural Policy
- Staff Code of Conduct
- Data Protection Policy
- Whistleblowing Policy
- Anti-Bullying Policy
- Exclusion Policy
- E-Safety Policy
- Guest Speaker Policy
- Personal Electronic Devices Policy
- Data and E-Security Breach Prevention and Management Plan

COVID-19

- 3.1 Keeping Children Safe in Education (KSCIE) remains in force throughout the response to coronavirus (COVID-19).
- 3.2 The department has issued non-statutory guidance on [safeguarding in schools, colleges and other providers](#) during the coronavirus outbreak. This guidance supports governing boards, The Trust, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

Roles and responsibilities

- 4.1 The Local Governing Board has a duty to:
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation
 - Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times
 - Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2018
 - Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures
 - Confirm that the school's safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Safeguarding Partnerships (formally LSCB)
 - Comply with its obligations under section 14B of the Children Act 2004 to supply the Safeguarding Partnerships with information to fulfil its functions
 - Ensure that a member of the Local Governing Board is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the headteacher or other governor

- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct
- Ensure that there is a senior board level lead responsible for safeguarding arrangements
- Appoint a member of staff from the Senior Leadership Team (SLT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s)
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, and the timelines for their local Safeguarding Partnerships to transition to the new system – including the governing board itself, the SLT and DSL
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required
- Guarantee that volunteers are appropriately supervised
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually
- Certify that there are procedures in place to handle allegations against members of staff or volunteers
- Confirm that there are procedures in place to make a referral to the 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
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other pupils
- Make sure that pupils' wishes or feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils
- Guarantee that there are systems in place for pupils to express their views and give feedback

- Ensure that staff members are appropriately trained to support pupils to be themselves at school
- Establish an early help procedure and inform all staff of the procedures it involves
- Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone the appropriate training
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Ensure that all members of the Local Governing Board have been subject to an enhanced DBS check

4.2 The headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession
- Ensure that the policies and procedures adopted by the Local Governing Board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, **Behavioural Policy**, the **Children Missing from Education Policy**, online safety training, and the identity of the DSL and any deputies
- Provide staff with the Child Protection and Safeguarding Policy, Staff Behaviour Policy, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2016 guidance at induction
- Provide opportunities for staff training in child protection

4.3 The DSL has a duty to:

- Take **lead responsibility** for safeguarding and child protection (including online safety)
- Understand, and keep up-to-date with, local plans for their Safeguarding Partnerships transition to the new multi-agency arrangement of three safeguarding partners

- Act as the main point of contact with the Safeguarding Partnerships, and with the three safeguarding partners following completion of the transition period
- Liaise with three safeguarding partners and work with other agencies in line with [Working together to Safeguard Children](#). [NPCC-When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Refer all cases of suspected abuse to Children’s Social Care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed
- Refer cases of radicalisation to the Channel programme
- Liaise with the headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies
- Understand the assessment process for providing early help and intervention
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate
- Keep cases of early help under constant review and refer them to the Children’s Social Care if the situation does not appear to be improving
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school’s Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process
- Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers
- Be able to keep detailed, accurate and secure records of concerns and referrals
- Obtain access to resources and attend any relevant training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Work with the Local Governing Board to ensure the school’s Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly
- Ensure the school’s Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals
- Link with the local Safeguarding Partnerships to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding
- Ensure that a pupil’s child protection file is copied when transferring to a new school

- Be responsible for transferring and accepting transfers on CPOMS when a child enters or leaves the school
- Hold the details of the LA personal advisor and liaise with them as necessary
- Be available at all times during school hours to discuss any safeguarding concerns

NB – the school will determine what ‘available’ means eg it may be appropriate to be accessible by other means such as telephone or Skype

4.4 Other staff members have a responsibility to:

- Safeguard pupils’ wellbeing and maintain public trust in the teaching profession as part of their professional duties
- Provide a safe environment in which pupils can learn
- Maintain an attitude of ‘it could happen here’ where safeguarding is concerned
- Be aware of the signs of abuse and neglect
- Be aware of the early help process, and understand their role in it
- Act as the lead professional in undertaking an early help assessment, where necessary
- Be aware of, and understand, the process for making referrals to Children’s Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments
- Support social workers to take decisions about individual children, in collaboration with the DSL
- If at any point there is a risk of immediate serious harm to a child, make a referral to Children’s Social Care and/or the police immediately
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected
- Support social workers in making decisions about individual children, in collaboration with the DSL
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child
- Follow the school’s procedure for, and approach to, preventing radicalisation as outlined in the Prevent Policy
- Stay up-to-date with training
- Challenge senior leaders over any safeguarding concerns, where necessary
- Update CPOMS as soon as practically possible following an incident and if critical alert a member of staff straight away

Inter-agency working

- 5.1 The school contributes to inter-agency working as part of its statutory duty. Governing boards and The Trust should ensure that school contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#).

- 5.2 New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls within the local authority) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- 5.3 It is especially important that schools understand their role in the three safeguarding partner arrangements. Governing boards, The Trust and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.
- 5.4 The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they **must** set out how they will work together and with any relevant agencies.²² Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.
- 5.6 The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.
- 5.6 If named as a relevant agency, schools, in the same way as other relevant agencies, are under statutory duty to co-operate with the published arrangements.
- 5.7 Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools should allow access for children's social care from the host local authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- 5.8 The school is aware of the expected timeline for its Safeguarding Partnership to fully transition to new system of three safeguarding partners
- 5.9 The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support

- 5.10 The school recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs. Or withholding information, for example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.
- 5.11 Further details on information sharing can be found in [Data protection; toolkit for schools](#) – Guidance to support schools with data protection activity, including compliance with the GDPR.
- 5.12 Governing boards, The Trust and senior leadership teams, especially the designated safe guarding lead, should be aware of and follow local arrangements. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safe guarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.
- 5.13 The three safeguarding partners should make arrangements to allow all schools in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.
- 5.14 In light of the above, staff members are aware that whilst the Data Protection Act 1998 places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm. Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment
- 5.15 The school recognises the importance proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help
- 5.16 Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils
- 5.17 If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL
- 5.18 The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE)

Abuse and neglect

- 6.1 All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another
- 6.2 All members of staff will also be aware of peer-on-peer abuse, most likely to include actions such as bullying, gender based violence, sexual assaults, sexting and racist incidents
- 6.3 When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:
 - Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
 - Lack of concentration and acting withdrawn
 - Knowledge ahead of their age, e.g. sexual knowledge.
 - Use of explicit language
 - Fear of abandonment
 - Depression and low self-esteem
- 6.4 All staff will be aware of the actions involving peer-on-peer abuse, and the necessary procedures to follow to prevent such abuse, as outlined in the school's Anti-Bullying Policy All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in the school's **Anti-Bullying Policy**
- 6.5 All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy, sexting and grooming, and will understand that these put pupils in danger
- 6.6 Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home

Types of abuse and neglect

- 7.1 **Abuse:** a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them, or, more rarely, by others etc via the internet
- 7.2 **Physical abuse:** a form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child
- 7.3 **Emotional abuse:** a form of abuse which involves the emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger

- 7.4 **Sexual abuse:** a form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve penetrative assault, such as touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways (refer to “Sexual violence and sexual harassment between children in schools and colleges – DfE 2017)
- 7.5 **Neglect:** a form of abuse which involves the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm, or ensure access to appropriate medical treatment.

Female genital mutilation (FGM)

8.1 For the purpose of this policy, ‘female genital mutilation’, commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs

8.2 FGM is considered a form of abuse in the UK and is illegal.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM they are required to share this information with social care or the police, as well as the DSL. If a staff member **knows** a child has been subject to FGM they have a legal duty to contact the police. They should then inform the DSL.

8.3 Teachers are personally and **legally** required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action

NB: the above does not apply to any suspected or at risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed

8.4 There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil

8.5 Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject

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

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

8.7 Indicators that may show FGM could take place soon:

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

8.8 It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin

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

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

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

8.11 FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing

8.12 All forms of HBV are forms of abuse, and will be treated and escalated as such

8.13 Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise

Forced marriage

- 9.1 For the purpose of this policy, a 'forced marriage' is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK
- 9.2 As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:
- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
 - Showing signs of mental health disorders and behaviours such as self-harm or anorexia
 - Displaying a sudden decline in their educational performance, aspirations or motivation
 - Regularly being absent from school
 - Displaying a decline in punctuality
 - An obvious family history of older siblings leaving education early and marrying early
- 9.3 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed

Child sexual exploitation (CSE)

- 10.1 For the purpose of this policy 'child sexual exploitation' is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:
- In exchange for something the victim needs or wants
 - For the financial advantage or increased status of the perpetrator or facilitator
- 10.2 CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual
- 10.3 The Priestley Academy Trust has adopted the following procedure within all its schools for handling cases of CSE, as outlined by the DfE:
- 1. Identifying cases**
- School staff members are aware of and look for key indicators of CSE; these are as follows:
- Going missing for periods of time or regularly going home late
 - Regularly missing lessons
 - Appearing with unexplained gifts and new possessions
 - Associating with other young people involved in exploitation

- Having older boyfriends or girlfriends
 - Undergoing mood swings or drastic changes in emotional wellbeing
 - Displaying inappropriate sexualised behaviour
 - Suffering from sexually transmitted infections or becoming pregnant
 - Displaying changes in emotional wellbeing
 - Misusing drugs or alcohol
- 2. Referring cases**
- Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA
- 3. Support**
- The LA and all other necessary authorities will then handle the matter to conclusion. The school will co-operate as needed

Homelessness

- 11.1 The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible
- 11.2 Indicators that a family may be at risk of homelessness include the following:
- Household debt
 - Rent arrears
 - Domestic abuse
 - Anti-social behaviour
 - Any mention of a family moving home because “they have to”
- 11.3 Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm
- 11.4 For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised

County lines criminal activity

- 12.1 For the purpose of this policy, “**County lines criminal activity**” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns
- 12.2 Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs
- 12.3 Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL

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

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

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

Pupils with family members in prison

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

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

Pupils required to give evidence in court

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

14.2 Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns

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

15.1 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 criminal activity. 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.

Child Criminal Exploitation (CCE)

- 15.2 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.
- 15.3 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.
- 15.4 Some of the following can be indicators of CCE:
- Children appear with unexplained gifts or new possessions
 - Children will associate with young people involved in exploitation
 - Children will suffer from changes in emotional well-being
 - Children will misuse drugs and alcohol
 - Children will go missing for periods of time or regularly come home late
 - Children will regularly miss school or education or do not take part in education

Child Sexual Exploitation (CSE)

- 15.5 CSE is 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.
- 15.6 CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. 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 may have created and posted on social media).
- 15.7 The above CCE indicators can also be indicators of CSE, as can:
- Children who have older boyfriends or girlfriends
 - Children who suffer from sexually transmitted infections or become pregnant
- 15.8 The department provide: [Child sexual exploitation: guide for practitioners](#)

County lines

- 16.1 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 forms of “deal line”.
- 16.2 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 unites, 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.
- 16.3 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.
- 16.4 Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#).

Domestic abuse

- 17.1 The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercing, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: physical; sexual; financial; and emotional.
- 17.2 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. Exposure to 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.

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

18.1 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 practises 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

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

Contextual safeguarding

19.1 **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors occur outside of school and/or occur between children outside of these environments. **All** staff, particularly the DSL and their deputy(s), 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.

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

19.3 The school will provide as much contextual information as possible when making referrals to CSCS

Mental health

20.1 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.

- 20.2 Only appropriately trained professionals should attempt to make a diagnosis or a mental health problem. 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.
- 20.3 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.
- 20.4 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.
- 20.5 The department has published advice and guidance on [Preventing and Tackling Bullying](#) and [Mental Health and Behaviour in Schools](#).

Preventing radicalisation

- 21.1 Protecting children from the risk of radicalisation is part of The Priestley Academy Trust's wider safeguarding duties
- **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 extremism 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.
- 21.2 The Priestley Academy Trust will actively assess the risk of pupils being drawn into terrorism
- 21.3 Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection
- 21.4 Staff will use their professional judgement to identify pupils who may be at risk or radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the Safeguarding Partnerships as appropriate

- 21.5 The school will ensure that it engages with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise the family members who raise concerns, and provide information for support mechanisms
- 21.6 Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result

Training

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

Risk indicators

21.8 Indicators of an identity crisis:

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

21.9 Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

21.10 Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

21.11 Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

21.12 Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

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

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (eg using closed network groups, accessing or distributing extremist material, contacting covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

21.14 **Critical indicators include where the pupil is:**

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve social issues
- Joining extremist organisations
- Making significant changes to their appearance and/or behaviour

21.15 Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL

21.16 The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance

Channel Programme

21.17 Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities

21.18 In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme

21.19 The DSL will also support any staff making referrals to the Channel programme

21.20 The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity

21.21 The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency co-operation and support from the school and The Priestley Academy Trust

21.22 The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services. Guidance on Channel is available at: [Channel guidance](#).

Extremist speakers

21.23 The Priestley Academy Trust prevents speakers who may promote extremist views from using the school premises

Building children's resilience

21.24 The Priestley Academy Trust and the member schools will:

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

Resources

21.25 The school will utilise the following resources:

- The Safeguarding Partnerships
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

Opportunities to teach safeguarding

22.1 The Governing board should ensure children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

22.2 This may include covering relevant issues through Relationships Education. The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#). The following resources may also help:

- DfE advice for schools: [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS) guidance: [Education for a connected-world](#)
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: [Rise Above](#)

A child missing from education

- 23.1 A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation
- 23.2 Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures
- 23.3 The school will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more

Admissions register

- 23.4 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending
- 23.5 The school will notify the LA within five days of when a pupil's name is added to the admissions register
- 23.6 The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur
- 23.7 Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity
- 23.8 If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
- The full name of the parent/carer with whom the pupil will live
 - The new address
 - The date from which the pupil will live at this address
- 23.9 If a parent/carer notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:
- The name of the new school
 - The date on which the pupil first attended, or is due to attend that school
- 23.10 Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data
- 23.11 In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of school by their parents/carers, and are being educated outside the national education system eg home education
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period
- Have been permanently excluded

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

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

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

23.14 The school will work with the LA to establish methods of making returns for pupils back into the school

23.15 The school will highlight to the LA where they have been unable to obtain necessary information from parents/carers eg where an address is unknown

23.16 The school will also highlight any other necessary, contextual information, including safeguarding concerns

Pupils with special educational needs and disabilities (SEND)

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

24.2 Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further explanation
 - Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
 - Communication barriers may exist, as well as difficulties in overcoming these barriers
- 24.3 When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration
- 24.4 When managing a safeguarding issue relating to a pupil with SEND, the **DSL** will liaise with the school's **SENCO**, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met

Alternative provision

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

Work experience

- 26.1 When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place
- 26.2 Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16

Private fostering

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

Concerns about a pupil

- 28.1 Concerns about a pupil do not include those in immediate danger and so must be handled differently
- 28.2 If a staff member has any concerns about a pupil, they will act on them immediately by speaking with the DSL or, if necessary, refer the case to specialist or early help services
- 28.3 If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible
- 28.4 The LA will make a decision regarding what action is required within one working day of the referral being made, and will notify the referrer

- 28.5 Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil
- 28.6 If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil
- 28.7 If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered
- 28.8 All concerns, discussions and decisions made, as well as the reasons for those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the school office/the headteacher's office/the DSL's office
- 28.9 If a pupil is in immediate danger, a referral will be made to Children's Social Care and/or the police straight away
- 28.10 Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views
- 28.11 An inter-agency assessment will be undertaken where a child and their family could benefit from co-ordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed

Early help

- 29.1 Early help means providing support as soon as a problem emerges, at any point in a child's life
- 29.2 Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:
- Have SEND (whether or not they have a statutory EHC plan)
 - Are young carers
 - Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - Are frequently missing/going missing from care or from home
 - Misuse drugs or alcohol
 - Are at risk of modern slavery, trafficking or exploitation
 - Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse
 - Are returned home to their family from care
 - Show early signs of abuse and/or neglect
 - Are at risk of being radicalised or exploited
 - Are privately fostered

- 29.3 Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation
- 29.4 All staff will be made aware of the local early help process and understand their role in it
- 29.5 The DSL will take the lead where early help is appropriate

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

- 30.1 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.
- 30.2 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 to safeguard and promote the welfare of children.
- 30.3 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).
- 30.4 Finding from the Children in Needs 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 requiring mental health support

- 31.1 Schools have an important role to play in supporting the mental health and wellbeing of their pupils.
- 31.2 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 boards and The Trust 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.
- 31.3 Schools 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](#).

Managing referrals

- 32.1 The reporting and referral process outlined in [Appendix B](#) will be followed accordingly

- 32.2 All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed
- 32.4 When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so
- 32.5 The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved
- 32.6 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary
- 32.7 Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. **Where this information is not forthcoming, the referrer will contact the assigned social worker for more information**
- 32.8 The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS
- 32.9 Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm
- 32.10 Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support
- 32.10 At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so
- 32.11 Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm
- 32.12 The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support

Concerns about staff members and safeguarding practices

- 33.1 If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the headteacher
- 33.2 If the concern is with regards to the headteacher, it will be referred to the chair of governors and the CEO
- 33.3 If the concern is with regards to a member of the Central Team, it will be referred to the CEO

- 33.4 If the concern is with regards to the CEO, it will be referred to the Chair of Trustees
- 33.5 Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the **Whistleblowing Policy**
- 33.6 If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285)
- 33.7 Any allegations of abuse made against staff members (including supply staff and volunteers) will be dealt with in accordance with the school's **Allegations of Abuse Against Staff Policy**

Duties as an employer and an employee

- 34.1 Guidance should be followed where it is alleged that anyone working in the school providing education for children under 18 years of age, including supply teachers and volunteers has:
- 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.
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Supply teachers

- 35.1 In some circumstances schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to as 'the agency').
- 35.2 Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The governing board and The Trust should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
- 35.3 Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all relevant information required by the LADO as part of the referral process.

- 35.4 Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing board or The Trust when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.
- 35.5 When using an agency, schools should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about school policies.

Dealing with allegations of abuse against staff

- 36.1 All allegations will be dealt with in line with the school's **Allegations of Abuse Against Staff Policy**, a copy of which will be provided to, and understood by, all staff (including supply staff and volunteers).
- 36.2 Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order
- 36.3 If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS
- 36.4 The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question

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

Sexual harassment

- 37.1 Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence
- 37.2 Sexual harassment includes:
- Sexual comments
 - Sexual "jokes" and taunting
 - Physical behaviour, such as deliberately brushing against another pupil

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

Sexual violence

37.3 Sexual violence refers to the three following offences:

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

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

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

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

A preventative approach

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

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

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

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

Awareness

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

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

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

37.12 LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children

37.13 The school’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex

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

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

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

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

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

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

Support available if a crime may have been committed

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

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

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

Support available if reports include online behaviour

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

37.22 If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed

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

Managing disclosures

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

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

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

37.27 All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage
- Only sharing the report with those necessary for its progression
- Explaining to the victim what the next steps will be and who the report will be passed to
- Recognising that the person the child chose to disclose the information to is in a position of trust
- Being clear about boundaries and how the report will be progressed
- Not asking leading questions and only prompting the child with open questions
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted
- Only recording the facts as the child presents them – not the opinions of the note taker
- Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCCIS sexting advice](#)
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members)
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure

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

Confidentiality

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

37.30 The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police

37.31 The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered

Anonymity

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

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

Risk assessment

37.34 The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required

37.35 Risk assessments will consider:

- The victim
- The alleged perpetrator
- Other children at the school, especially any actions that are appropriate to protect them

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

Taking action following a disclosure

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

- The victim's wishes
- The nature of the incident
- The ages and developmental stages of the children involved
- Any power imbalance between the children
- Whether the incident is a one-off or part of a pattern
- Any ongoing risks
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare
- The best interests of the child

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

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

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

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

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

Managing the report

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

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

- Managing internally
- Providing early help
- Referring to CSCS
- Reporting to the police

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

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

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

Managing internally

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

Providing early help

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

Referral to CSCS

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

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

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

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

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

Reporting to the police

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

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

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

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

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

Bail conditions

37.58 Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks

37.59 The school will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities

37.60 The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail

37.61 Where bail is deemed necessary, the school will work with CSCS and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education

Managing delays in the criminal justice system

37.62 The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made

37.63 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary

The end of the criminal process

37.64 Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.

37.64 The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

37.65 Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support

37.66 The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience

Ongoing support for the victim

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

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

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

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

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

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

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

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

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

Ongoing support for the alleged perpetrator

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

- The terminology they use to describe the alleged perpetrator or perpetrator
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary
- Their age and developmental stage
- What a proportionate response looks like

- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials

- 37.76 When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate
- 37.77 If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file
- 37.78 The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again

Disciplining the alleged perpetrator

- 37.79 Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty
- 37.80 The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary
- 37.81 The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts
- 37.82 Disciplinary action and support can take place at the same time
- 37.83 The school will be clear whether action taken is disciplinary, supportive or both

Shared classes

- 37.84 Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first
- 37.85 Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented
- 37.86 Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils

- 37.87 Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made
- 37.88 Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis
- 37.89 In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process

Working with parents and carers

- 37.90 In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis
- 37.91 The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report
- 37.92 Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary
- 37.93 Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents

Safeguarding other children

- 37.94 Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support
- 37.95 It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment
- 37.96 The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity

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

Communication and confidentiality

- 38.1 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies
- 38.2 Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents
- 38.3 Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case
- 38.4 Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis
- 38.5 During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why
- 38.6 Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime
- 38.7 Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others
- 38.8 Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered
- 38.9 Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved within 24 hours
- 38.10 Discussions with parents will not take place where they could potentially put a pupil at risk of harm
- 38.11 Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report
- 38.12 Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed
- 38.13 External agencies will be invited to these discussions where necessary

- 38.14 Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented
- 38.15 Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival

Online safety

- 39.1 As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online
- 39.2 Through training, all staff members will be made aware of the following:
- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
 - The procedure to follow when they have a concern regarding a pupil's online activity
- 39.3 The Trust will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's e-Safety Policy
- 39.4 It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing boards and The Trust should ensure appropriate filters and appropriate monitoring systems are in place.
- 39.5 The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.
- 39.6 The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical extremist views
 - **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults
 - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying

Education

39.7 Resources to support schools include:

- [Be Internet Legends](#) developed by Parent Zone and Google is a free internet safety curriculum with PHSE accredited lesson plans and teaching resources for Key Stage 2 pupils
- [Disrespectnobody](#) is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- [Education for a connected world framework](#) from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RHSE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety
- [PSHE association](#) provides guidance to schools on developing their PSHE curriculum
- [Teaching online safety in school](#) is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- [Thinkuknow](#) is the National Crime Agency/CEOPs education programme with age specific resources
- [UK Safer Internet Centre](#) developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum

Protecting children

39.8 Governing boards and The Trust should be going all that they reasonably can to limit children's exposure to the above risks from the school's ICT system. As part of this process, governing boards and The Trust should ensure their school has appropriate filters and monitoring systems in place.

39.9 Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing boards and The Trust should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

39.10 The appropriateness of any filters and monitoring systems are a matter of individual and will be informed in part by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: [UK Safer Internet Centre: appropriate filtering and monitoring](#).

39.11 Guidance on e-security is available from the [National Education Network](#). Support for schools is available via the: [schools' buying strategy](#) with specific advice on procurement here: [buying for schools](#).

39.12 Whilst filtering and monitoring is an important part of the online safety picture for schools to consider, it is only one part. Governing boards and The Trust should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular the school should carefully consider how this is managed on their premises.

39.13 Whilst it is essential that the governing board and The Trust ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Reviewing online safety

39.14 Technology in this area evolves and changes rapidly. 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 for the governing bodies](#) to help responsible bodies assure themselves that their online safety arrangements are effective.

Education at home

39.15 Where children are being asked to learn online at home the department has provided advice to support schools do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

Staff training

39.16 The governing board and The Trust should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 89) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 93), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

39.17 There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

39.18 Advice for governing boards, The Trust and senior leaders

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college’s online safety arrangements
- [NSPCC](#) provides advice on all aspects of a school or college’s online safety arrangements
- [Safer recruitment consortium](#) “guidance for safe working practice”, which may help ensure staff behaviour policies are robust and effective

- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on [sexting-in-schools-and-colleges](#) and [using-external-visitors-to-support-online-safety-education](#)

39.19 Remote education, virtual lessons and live streaming

- [Case studies](#) on remote education practice are available for schools to learn from each other
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [London Grid for Learning](#) guidance, including platform specific advice
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [National cyber security centre](#) guidance on how to set up and use video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning

39.20 Support for children

- [Childline](#) for free and confidential advice
- [UK Safer Internet Centre](#) to report and remove harmful online content
- [CEOP](#) for advice on making a report about online abuse

39.21 Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Government advice](#) about security and privacy settings, blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

- [Lucy Faithfull Foundation StopItNow](#) resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- [Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online

Mobile phone and camera safety

- 40.1 Staff members will not use personal mobile phones or cameras when pupils are present
- 40.2 Staff may use personal mobile phones on school premises outside of working hours when no pupils are present
- 40.3 Staff may use personal mobile phones in the staffroom during breaks and non-contact time
- 40.4 Mobile phones will be safely stored and in silent mode whilst pupils are present
- 40.5 Staff will use their professional judgement in emergency situations
- 40.6 Staff may take mobile phones on visits, but they must only be used in emergencies and should not be used when pupils are present
- 40.7 Mobile devices will not be used to take images or videos of pupils or staff in any circumstances
- 40.8 The sending of inappropriate messages or images from mobile devices is strictly prohibited
- 40.9 Staff who do not adhere to this policy will face disciplinary action
- 40.10 The e-safety officer will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from the e-safety officer
- 40.11 The school will adhere to the terms of the e-Safety Policy at all times
- 40.12 Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy

- 40.13 The DPO will oversee the planning of any events where photographs and videos will be taken
- 40.14 Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved
- 40.15 The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil
- 40.16 The school will adhere to its Photography Policy at all times
- 40.17 Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy
- 40.18 Upskirting
- Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose
- 40.19 A "specified purpose" is namely:
- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear)
 - To humiliate, distress or alarm the victim
- 40.20 "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera
- 40.21 Upskirting will not be tolerated by the school
- 40.22 Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement. Additional advice can be found at [Upskirting know your rights](#)
- 40.23 Managers should be aware that should staff report any building issues that could contribute, these should be directed to the central team

Sports clubs and extracurricular activities

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

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

Safer recruitment

- 42.1 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
- Are responsible on a daily basis for the care or supervision of children
 - Regularly work in the school at times when children are on the premises
 - Regularly come into contact with children under 18 years of age
- 42.2 The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria

Pre-employment checks

- 42.3 A safer recruitment trained senior manager will assess the suitability of prospective employees by:
- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available
 - Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity
 - Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
 - Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Teacher Services' System
 - Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role
 - Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the gov.uk website will be followed

- From the 1 January 2021 the TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in EEA members states. Individuals who have lived or worked outside the UK **must** undergo the same checks (as above) as all other staff in schools, this includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools **must** make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:
 - [criminal records checks for overseas applicants](https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants)
<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants> – Home Office guidance can be found on [GOV.UK](https://www.gov.uk); and for teaching positions
 - obtaining a letter of professional standing from the professional regulatory authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, [UK NARIC https://www.ecctis.com/](https://www.ecctis.com/)

Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess their suitability. Where this information is not available schools should seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment. Although sanctions are restrictions imposed by another regulatory authority do not prevent a person from taking up teaching positions in England, schools should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment. Further information can be found in DfE Guidance: [Recruit teachers from overseas](https://www.gov.uk/guidance/recruit-teachers-from-overseas)
<https://www.gov.uk/guidance/recruit-teachers-from-overseas>

- Checking professional experience and qualifications as appropriate
- Confirming that an individual taking up a management position is not subject to a section 128 direction

42.4 A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission

Internal Candidates

42.5 References from internal candidates will always be scrutinised before appointment

ITT candidates

- 42.6 Where applicants for ITT are salaried by the school, the school will:
- ensure that enhanced DBS checks with barred list information are carried
- 42.7 Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees
- 42.8 An enhanced DBS certificate and barred list check will be obtained for all trainee teachers
- 42.9 An enhanced criminal records DBS check will be carried out for each member of the Local Governing Board
- 42.10 The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity
- 42.11 An additional check is required for those in management positions, to ensure that they are not prohibited under Section 128 provisions (from May 2018 under GDPR)
- 42.12 For those who have lived outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed
- 42.13 All disclosures should be referred to the CEO

Barred list check

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

References

- 42.17 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment
- 42.18 References will only be accepted from a senior person and not from a colleague
- 42.19 References will be obtained prior to interviews taking place and discussed during interviews
- 42.20 Open testimonials will not be considered

- 42.21 Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post
- 42.22 Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source
- 42.23 References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily
- 42.24 Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post
- 31.25 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made

Volunteers

- 42.26 No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained
- 42.27 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis
- 42.28 An enhanced DBS certificate will be obtained for new volunteers not in regulated activity
- 42.29 The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide personal care
- 42.30 Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability
- 42.31 Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked
- 42.32 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check
- 42.33 The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements
- 42.34 The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check
- 42.35 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school

- 42.36 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998
- 42.37 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file

Single Central Record (SCR)

- 43.1 The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school
- 43.2 The following information is recorded on the SCR:
- An identity check
 - A barred list check
 - An enhanced DBS check
 - A prohibition from teaching check
 - A Section 128 check (after May 2018 under GDPR)
 - A check of professional qualifications
 - A check to determine the individual's right to work in the UK
 - Additional checks for those who have lived or worked outside of the UK
- 43.3 For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received
- 43.4 If any checks have been conducted for volunteers, this will also be recorded on the SCR

Staff suitability

- 44.1 All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009¹
- 44.2 A person may be disqualified if they:
- Have certain orders or other restrictions placed upon them
 - Have committed certain offences
 - Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association)
- 44.3 All staff members are required to sign the declaration form provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment. If there is a change in circumstance it is the staff member's responsibility to inform the headteacher

44.4 A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process

Contractors

44.5 The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check

44.6 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made

44.7 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school

Data retention

44.8 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt

44.9 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years

Referral to the DBS

44.10 The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity

Ongoing suitability

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

Training

45.1 Staff members will undergo safeguarding and child protection training at induction, which will be updated on a regular basis, and will be in line with advice from the Safeguarding Partnerships

45.2 The induction training will cover:

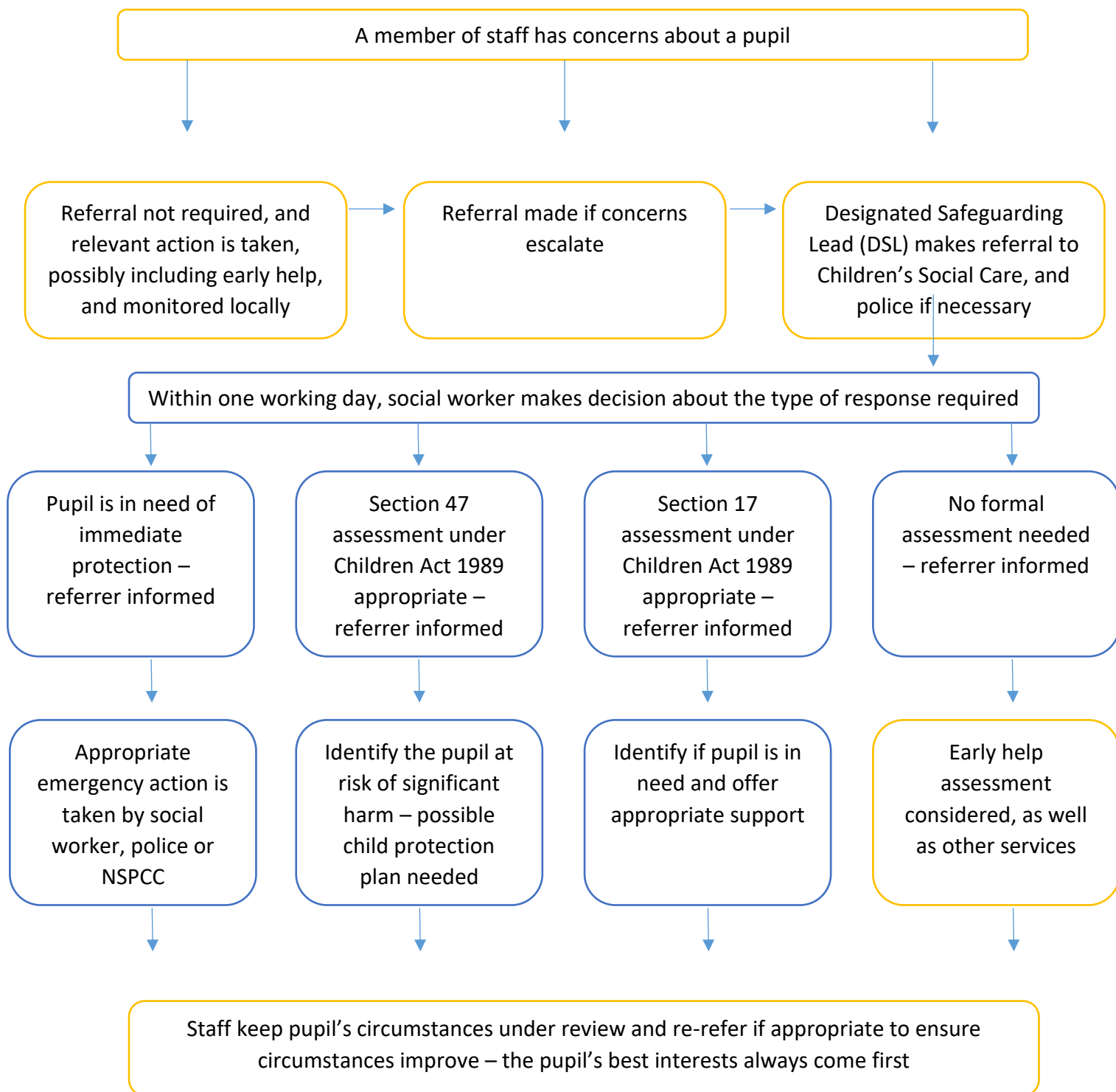
- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies

- The role of the DSL and deputy DSLs
- 45.3 All staff members will also receive regular safeguarding and child protection updates as required, but at least annually
- 45.4 Training will cover, at a minimum:
- The issues surrounding sexual violence and sexual harassment
 - Contextual safeguarding
 - How to keep previously LAC safe
 - Child criminal exploitation and the need to refer cases to the National Referral Mechanism
- 45.5 Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school
- 45.6 The DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up with any developments relevant to their role
- 45.7 The DSL will also undergo regular Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty, and equip them with the knowledge needed to advise staff
- 45.8 If the school decides to appoint a deputy DSL, they will also undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school
- 45.9 Online training will also be conducted for all staff members as part of the overall safeguarding approach

Monitoring and review

- 46.1 This policy is reviewed annually by the DSL, headteacher and Board of Trustees
- 46.2 Any changes made to this policy by the headteacher, DSL and Board of Trustees will be communicated to all members of staff
- 46.3 All members of staff are required to familiarise themselves with all processes outlined in this policy as part of their induction programme
- 46.4 The next scheduled review date for this policy is shown on the front page of this document

Concerns about a pupil flowchart



Key

	School action
	Other agency action

Appendix 1

Elective Home Education (EHE)

You should encourage parents to send their children to school, particularly those who are vulnerable.

EHE does not automatically put children at greater risk of harm. You should consider whether a parent's decision to educate at home gives greater cause for concern to remaining in school.

If you feel there is additional cause for concern, you should follow your own organisation's child safeguarding policy and refer this to the Designated Safeguarding Lead (DSL) who will then consider making a referral to the local authority in line with existing procedures. This should happen as soon as you become aware of a parent's intention, or decision, to home educate.

Alerting local authorities as soon as possible where needed helps them to check if a child is receiving statutory social care services and notify any relevant social worker to work with the home education team to carry out any further checks or assessments that may be needed.

Part 1 of [keeping children safe in education](#) is clear that you are expected to support social workers and other agencies following any referrals. You will already be aware which children have a social worker assigned to them or their immediate family.

You should work with local authorities and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child.

You may find it helpful to direct parents to [the advice on understanding what EHE is](#). Schools are not required to provide any support to parents that have withdrawn their child for EHE. Support provided by Local Authorities is discretionary, including support for a child's special educational needs.

If a parent wants you to admit their child, you should follow your normal processes for in-year admissions applications. Or, put them in touch with their local authority admissions team to discuss [how to apply for a school place for their child](#).

If you have a suggestion that a family are considering removing children to home educate, please contact us Bradford EHE as soon as possible at electiveeducation@bradford.gov.uk or 01274 439340 in order for us to swiftly understand the implications for the child. Please note that current FAP policy suggests a return to the previous school roll with a School Attendance Order where a child is not in receipt of a suitable full time education.