

Stanbridge Lower School

CHILD PROTECTION AND SAFEGUARDING **POLICY**

Reviewed September 2022

Policy Reference Points	
Aims and Purpose	Point 1
Legislation	Point 2
Roles and Responsibilities - Staff	Point 3
Roles and Responsibilities - Governors	Point 4
Roles and Responsibilities - Designated Person for Child Protection and Safeguarding	Point 5
Communication with Parents	Point 6
Online Safety, Remote Education, Cybercrime	Point 7
Allegations of Abuse Made Against Children - Child on Child Abuse	Point 8
Safeguarding Concerns and Allegations Made About Staff, Including Supply Teachers, Volunteers and Contractors	Point 9
Looked After Children	Point 10
Children Missing Education	Point 11
Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and Serious Violence	Point 12
PREVENT Duty	Point 13
Female Genital Mutilation (FGM) and Honour Based Abuse	Point 14
Forced Marriage	Point 15
Safer Recruitment	Point 16
The School Curriculum and Remote Learning	Point 17
The School Environment	Point 18
Early Help	Point 19
Mental Health	Point 20
County Lines and Gang Related Violence	Point 21
Domestic Abuse	Point 22
Homelessness	Point 23
Upskirting	Point 24
Modern Slavery	Point 25
Youth Generated Sexual Imagery	Point 26
Elective Home Education	Point 27
Children who are lesbian, gay, bi, or trans (LGBT)	Point 28

Operation Encompass	Point 29
Appendices	
Appendix 1	Forms of Abuse and Signs and Symptoms of Abuse
Appendix 2	Body Map
Appendix 3	Record of Incident Sheet
Appendix 4	Chronology Template
Appendix 5	Definition of Private Fostering
Appendix 6	First Aid and Administer of Medicines
Appendix 7	Whistle Blowing
Appendix 8	Professional Disagreements - Safeguarding Children
Appendix 9	Equality and Diversity in Safeguarding and Child Protection
Appendix 10	Disclosure and Barring Flow Chart
Appendix 11	Sexual Violence and Sexual Harassment guidance for schools.
Appendix 12	Seven Golden Rules for Information Sharing
Appendix 13	Gang Related Violence Information
Appendix 14	Youth produced sexual imagery
Appendix 15	Indicators of Vulnerability to Radicalisation
Appendix 16	Female Genital Mutilation (FGM)
Appendix 17	Nude and Semi Nude Images guidance
Appendix 18	

1. AIMS AND PURPOSE

1.1 At Stanbridge Lower School we are committed to safeguarding and promoting the welfare of all its children. We believe that:

- all children/young people have an equal right to be protected from harm
- children/young people need support which matches their individual needs, including those who may have experienced abuse
- all children/young people have the right to speak freely and voice their values and beliefs
- all children/young people must be encouraged to respect each other's values and support each other
- all children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs
- schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours (behaviours which may be perceived to be 'risky')

- all staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.2 At Stanbridge we consider the following to be key principles when dealing with safeguarding children.

- always see the child first and consider what life is like for the child maintaining a culture of vigilance.
- provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Central Bedfordshire LSCB Thresholds Framework.
- have conversations, build relationships and maintain professional curiosity.
- focus on securing improved outcomes for children.
- build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children.
- every child is entitled to a rich and rounded curriculum.
- when issues arise, Head Teachers/Principals should speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with interagency procedures.

1.3 We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm. Supporting the Authority's policies on school attendance and children missing education and in particular by adhering to the missing child procedures.

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

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

1.6 We will make all parents/carers aware of the role and responsibilities of the school with regards to safeguarding and promoting welfare and of the existence of the school's Child Protection and Safeguarding Policy by publishing this in the school prospectus and on the school website. A copy of this policy will be made available to parents/carers upon request.

1.7. In this policy safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18.

2. LEGISLATION

2.1 In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- [Working Together to Safeguard Children](#) (DfE, 2018)
- Keeping Children Safe in Education (DfE, September 2022)
- Information Sharing (HM Government, July 2018)
- The procedures of the Local Safeguarding Children and Adults Boards
- [The Children Act, 1989](#)
- [The Education Act, 2002](#) (s175 / s157)
- What to do if you are worried a child is being abused (DfE, 2015)
- Use of reasonable force in schools (DfE, 2013)
- Mental health and behaviour in schools: departmental advice (DfE, 2018)
- Preventing and tackling bullying: Advice for Head teachers, staff and governing bodies (DfE, 2017)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- Criminal exploitation of children and vulnerable adults county lines (Home Office guidance)
- Children missing education (DfE, 2016)
- Statutory guidance on children who run away or go missing from home or care (DfE, 2017)
- Child sexual exploitation: definition and guide for practitioners (DfE, 2017)
- The Domestic Abuse Act 2021
- Drugs (DfE and ACPO guidance)
- Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, September 2021)
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2.2 Working Together to Safeguard Children (DfE 2018) requires each school to follow the procedures for protecting children from abuse which are established by the Central Bedfordshire Safeguarding Children Board.

2.3 Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- (a) a child may have been abused or neglected or is at risk of abuse or neglect
- (b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they

would pose a risk of harm.

3. ROLES AND RESPONSIBILITIES

Staff Responsibilities including Supply Staff and volunteers: The Teachers' Standards state that teachers, including Head Teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff members should be aware of the process for making referrals to children's social care. If any member of staff is concerned about a child they have a duty to pass this information to the Designated Person for Child Protection in school or in their absence report their concerns directly to Children's Social Care on 0300 3008585 or after 4pm 0300 3008123.

3.1 All Staff, Volunteers and Visitors will

- be familiar with this Child Protection and Safeguarding policy and implement this consistently in the course of their work with children and young people
- be aware of the role and identity of the designated safeguarding leads and deputies for the school
- undertake referrals of child protection concerns to Children's Services in the absence of the designated safeguarding officer and be aware of the statutory assessments under Section 17 and Section 47 of the Children Act 1989 that they may contribute to
- be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- be involved in the implementation of individual education programmes, Early Help assessments and plans, Child in Need plans and interagency Child Protection plans
- be alert to signs and indicators of safeguarding concerns and possible abuse
- record concerns and pass the record to the Designated Safeguarding Lead, or a member of the Safeguarding Team
- recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children following interagency procedures agreed by the LSCB
- deal with a disclosure of abuse from a child in line with the guidance in Appendix Two
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

3.1 Designated Person: The DPCP lead together with named deputies will undertake additional higher level training in order to ensure they have appropriate knowledge and skills to undertake the role and will utilise these training opportunities available from the LSCB and other organisations as agreed by the governing body - this training will be regularly updated at a minimum of two-yearly intervals

and The designated person for child protection and safeguarding is

- Rosemary Godwin – Head Teacher
- Veronica Clarke – Governor

In the absence of the Head Teacher all referrals and concerns should be reported to

- Charlotte Hughes – Senior Teacher
- Tracy Davies – Family Liaison Officer

3.2 Induction: Staff will receive induction training from the designated person and safeguarding lead which will include

- induction on all child protection policies and procedures,
- the staff E Safety and Code of Conduct
- who the designated child protection and safeguarding lead is.
- As part of this process the staff will be issued with Part One from the guidance Keeping Children Safe in Education and What to do if you are Worried a Child is being Abused.

3.3 Training: Staff will receive appropriate safeguarding and child protection training which is regularly updated. This will include online safety training. In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and at staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

3.4 Cause for Concern Sheets: Staff will know what to do if a child tells them he/she is being abused or neglected. Staff will liaise with the designated person for child protection and safeguarding at Stanbridge (see 3.1), logging all concerns on the Cause for Concern sheet which are found on the class notice boards in each classroom and in the staffroom, and in the absence of the Head Teacher, Senior Teacher or Family Liaison Officer report incidents to children's social care if appropriate. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

3.5 Forms of Abuse: Staff will be aware of the types of abuse and neglect so they can identify cases where children need help and protection. These fall into the following category and more detail about these can be found in Appendix 1

- Abuse
- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Staff should also be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting, sexting, peer on peer abuse, cyberbullying, gender based violence/sexual assaults, honour based crimes, and female genital mutilation put children in danger and need to be referred to the Designated Child Protection and Safeguarding Lead. See section 8.

3.6 Disclosures: Stanbridge staff working with children will maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child. Staff should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The child should be encouraged to express their views. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead. Staff should follow this procedure..

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said

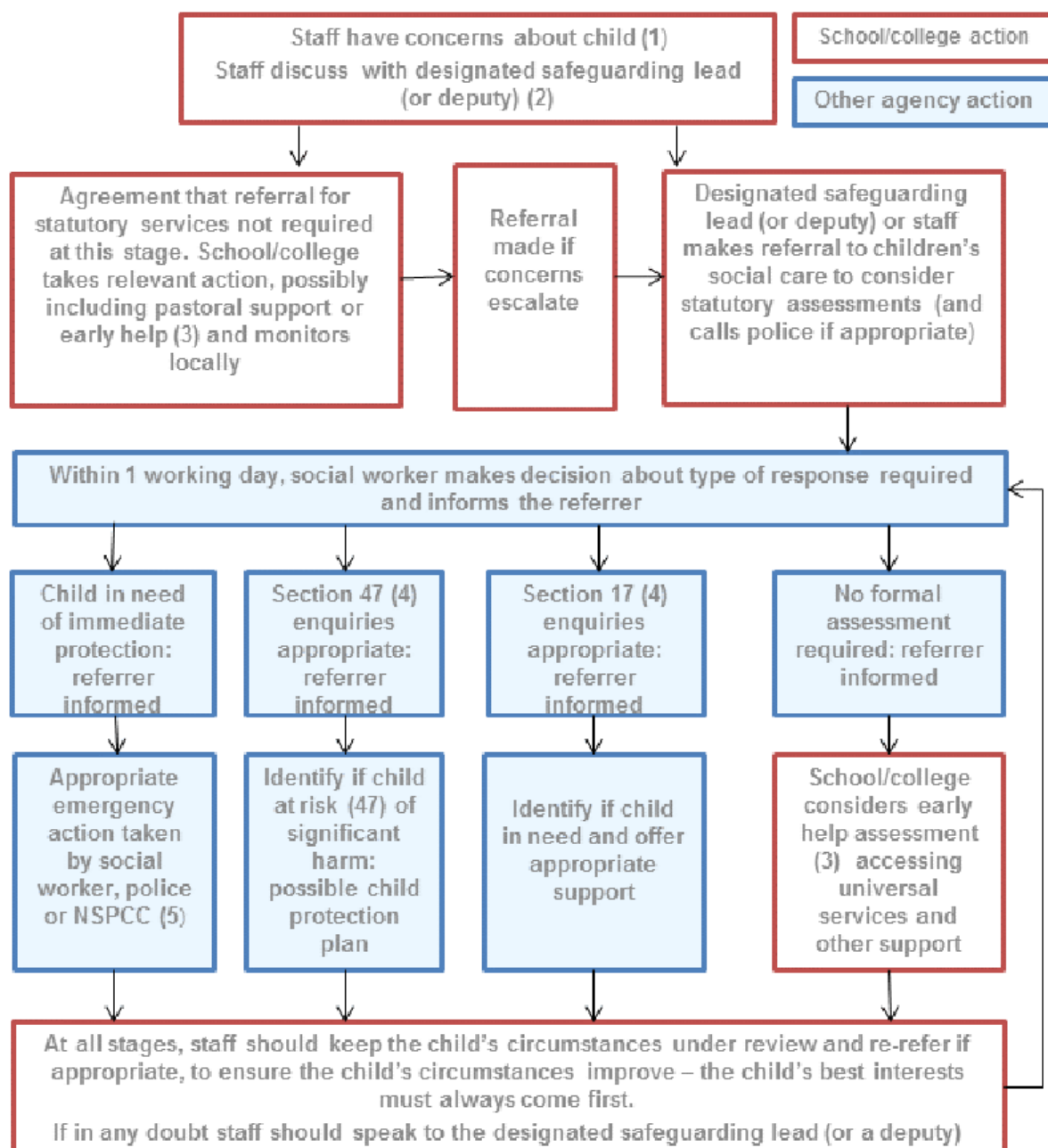
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Person without delay
- If the designated person is absent, and **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately on the following telephone numbers**

Children's Social Care: 01525 238 5465, or 0300 300 4749 or 0300 300 4745
Police: 999

3.7 If anyone other than the designated safeguarding lead makes the referral, they should inform the designated child protection and safeguarding lead as soon as possible.

See chart below for the referral process

Actions where there are concerns about a child



3.8 Record Keeping:

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely.

It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.
- If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible. See Appendix 3.
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries. See Appendix 2.
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

3.9 Female Genital Mutilation: If a **teacher** in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police. See Section 14.

3.10 What staff should do if they have concerns about another staff member: If staff members have concerns about another staff member who have

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher this should be referred to the Chair of Governors who will then refer this to the designated officer at the LA.

- **The telephone number for the Central Bedfordshire Designated Officer is Rosemary Webster who can be contacted at 0309 300 4833 or rosemary.webster@centralbedfordshire.gov.uk**

3.11 What staff should do if they have concerns about safeguarding practices within the school:

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

- refer to the school's Whistle Blowing Policy found on the curriculum area in the policies folder. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

- Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

3.12 Support for Staff: Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

4. ROLES AND RESPONSIBILITIES - GOVERNORS

The Governing Body must ensure that the policies, procedures, and training at Stanbridge are effective and comply with the law at all times.

4.1 The Governing Body should ensure there are appropriate training, policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This should include:

- Appointing an appropriate **senior member** of staff, , to the role of designated child protection and safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description
- An effective child protection policy; and compliance with the Central Bedfordshire Thresholds Framework to safeguard children.
- A training system that includes safeguarding, child protection and online safeguarding training for staff and governors. Governing bodies should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole
- A staff E Safety and Code of Conduct Policy which should include- online safety, acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- Induction for staff which includes information regarding the role of the designated person for child protection and the safeguarding lead.
- Child Protection Policy: The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB), be updated annually (as a minimum), and be available publicly either via the school or college website or by other means..
- The Governing Body should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- The Governing Body should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), and through sex and relationship education (SRE).
- The school pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), vulnerability to radicalisation, Female Genital Mutilation (FGM) or peer on peer abuse which can include gang related violence, cyberbullying, sexually harmful behaviours, sexual violence, sexual harassment, upskirting or youth produced sexual imagery.
- The school maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary agreements, interim or full care order, contact details for

persons with parental responsibility, level of delegated authority, details of the social worker and the virtual head in the authority that looks after the child

- On line Safety: The Governing Body should 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 regards to online teaching and safeguarding.
At Stanbridge our online safety is provided by E2BN which as part of the buyback service provides internet URL and content filtering, plus online safety training, guidance and support.
- **Safer Recruitment: The Governing Body** should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The Governing Body should have written recruitment and selection policies and procedures in place. **They should also** ensure that at least one person on any appointment panel has undertaken safer recruitment training. The governors will use the Safer Recruitment Checklist which details all requirements in Part 3 of Keeping Children Safe in Education when recruiting new employees.
- The Governing Body should ensure there are procedures in place to handle allegations against teachers, Head Teachers, volunteers and other staff. There must be 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.
- All members of the Governing Body are required to have an enhanced criminal records certificate from the DBS.
- the school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within working Together to Safeguard Children 2018 and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2015
- the school will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation and Child Criminal Exploitation with Bedfordshire Police, and the Single Point of Contact within Central Bedfordshire Council
- the school initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future
- the Head Teacher ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented
- the school has a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include - staff/child relationships and communications including the use of social media and other online platforms
- the school has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service and NCTL as the teaching professional body where appropriate
- the school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with **Keeping Children Safe in Education 2022**. A safer recruitment checklist is in place which follows guidance set down in Part 3 of KCSE for recruitment of new staff.

- the DPCP Lead is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated - this is clearly defined within the role holder's job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role - see *Keeping Children Safe in Education 2022*
- the DPCP maintains management oversight of any work undertaken by the Deputy DPCP
- any Deputy DPCP has the appropriate training skills and knowledge to undertake the operational function of the DPCP as per *Keeping Children Safe in Education 2022*
- the DPCP and any Deputies undertake LSCB higher level training to ensure they have the appropriate training, skills and knowledge to carry out this role
- in addition, the DPCP and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding officer network events, attendance at training and learning events offered by the LSCB, online updates via NSPCC or attendance at professional development events
- the Head Teacher and all other staff who work with children undertake safeguarding training in accordance with ***Keeping Children Safe in Education 2022*** and that they receive annual safeguarding updates to ensure their continued professional development
- these updates take account of LSCB priorities, the local context, the needs of the pupils and other identified training needs
- all training will incorporate safeguarding children in specific circumstances which includes, but is not limited to: Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), vulnerability to radicalisation and peer on peer abuse
- the training will ensure that peer on peer abuse is never seen as 'banter' or part of growing up and incorporates issues of sexually harmful behaviours such as sexual touching or assault and gang initiation or hazing type violence - the training recognises how alcohol use, drug use, truancing and youth generated sexualised imagery increases risks of harm to children. In addition, the training will also ensure staff have the skills and knowledge about the additional vulnerability of Looked After Children
- the school has appropriate safeguarding responses for children who go missing from education which should include holding more than one emergency contact number for pupils
- temporary staff and volunteers are made aware of the school's procedures for child protection and their responsibilities
- the school remedies any deficiencies or weaknesses brought to its attention without delay and recognises the importance of utilising the expertise of the DPCP and Deputies in shaping safeguarding arrangements
- there are appropriate online filtering and monitoring systems within the school which safeguards children from accessing inappropriate or harmful online material. Over blocking of material which could impair children's independent research and learning will be avoided
- the curriculum is delivered in such a way to include educating children about how to stay safe which will include Relationship and Sex Education (RSE), online safety and broader safeguarding messages within PSCH

- ensure that there are processes in place which enables children and young people to express their wishes and feelings and provide feedback
- the governing body reviews the policies/procedures annually
- **Veronica Clarke: the nominated governor** is responsible for liaising with the Head Teacher/DPCP over all matters regarding child protection issues. The role is strategic rather than operational; they will not be involved in concerns about individual children **and will** ensure a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head Teacher, the principal of a college or proprietor or member of governing body of an independent school

5. ROLES AND RESPONSIBILITIES - DESIGNATED PERSON FOR CHILD PROTECTION AND SAFEGUARDING

5.1 The Designated Person for Child Protection and Safeguarding at Stanbridge will liaise with the local authority and work with other agencies in line with Working together to safeguard. They should liaise with three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. When to call the police a guide for schools and colleges (NPCC) should be referred to when considering calling the police and tells you what to expect when you do. They will refer a case to the Police where a crime may have been committed.

5.2 **Lead Responsibility:** The designated child protection and safeguarding lead will take **lead responsibility** for safeguarding and child protection. At Stanbridge this will be Rosemary Godwin – Head Teacher.

5.3 **Delegated Responsibility:** In the absence of the Head Teacher all referrals and concerns should be reported to

- Charlotte Hughes – Senior Teacher
- Tracy Davies – Family Liaison Officer

5.4 **Manage referrals:** The designated safeguarding lead will:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.
- Lead regular case monitoring reviews of vulnerable children. These reviews and any actions taken/arising and the rationale for decision making will be recorded in case files.

5.5 **Record Keeping:** keep detailed, accurate, secure written records of concerns and referrals; These confidential records, which will be kept securely and separate from the main pupil file, will include a chronology of events (See Appendix 4 for sample chronology template). The pupil's main file will indicate the existence of a separate safeguarding/child protection file. A written record will be made of what information has been shared and with whom and when. Records kept will be restricted to the designated person for child protection – Rosemary Godwin.

5.6 **Child Protection Plans and Attendance:** The designated person will....

- Closely monitor those children who are at greater risk of harm ensuring information is used so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.
- Closely monitoring any child subject to a child protection plan or who is a child in need, or otherwise believed to be at risk of harm.
- Completing activities as required in accordance with a child protection/care plan.
- Ensure that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.
- Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, will bring the absence to the immediate attention of the Access and Inclusion Service and where the child is an open case to Children's Services Social Care, they will also be notified.
- Notifying the Fostering Duty Desk when children come to our attention as being cared for in 'private fostering arrangements' in accordance with LSCB *advice*. (See appendix 5 for definition of 'private fostering')

5.7 **Work with others**

The designated child protection and safeguarding lead will:

- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff. The designated person will work cooperative with the three safeguarding partners (the local authority, the police and clinical commissioning group).

5.8 **Training:** The designated child protection and safeguarding lead will

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. This will include online safety training.
- Undertake Prevent awareness training.
- In addition to the formal training set out above, refresh knowledge and skills (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- Know about early help and intervention refreshing training as needed about Central Bedfordshires requirements relating to Early Help
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially inducting new and part time staff;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

5.9 **Child Protection Policy:** The designated person will..

- ensure the child protection policy is known, understood and used appropriately;
- ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;

- ensure the child protection policy is available publicly on the school website and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of school in this and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

5.10 Child Protection File: When children leave Stanbridge the designated person will ensure their child protection file is transferred to the new school with due regard to their confidential nature and in line with current government guidance on the transfer of such records. as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. The original file should be retained at Stanbridge Lower School.

If sending by post, children's records will be sent by "Special/Recorded Delivery". For audit purposes, a note of all children's records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. If a child is permanently excluded and moves to a Pupil Referral Unit or Alternative Learning Provision, child protection records will be forwarded on to the relevant organisation. If a child is being removed from school roll in order to be home educated, the school will ensure all relevant safeguarding information is shared with the Elective Home Education team.

5.11 Availability: During term time the designated person for child protection and safeguarding lead will be available personally or by phone (during school hours) for staff in school to discuss any safeguarding concerns. Outside of term time the designated person for child protection and safeguarding can be contacted by phone.

5.12 Inter-agency working: The designated person for child protection and safeguarding will ensure that Stanbridge contributes to inter-agency working. This includes the 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.

5.13 Information sharing: ***The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.***

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. We recognise

- Agencies may lawfully share confidential information about a child or parent, without consent, if doing so is in the public interest. A public interest can arise in a wide range of circumstances, including protecting children from harm, protecting adults from serious harm, promoting the welfare of children or preventing crime and disorder.
- Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. See Appendix 3.

5.13 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder - this exchange should be recorded as part of the incoming role holder's induction/performance management. In exceptional circumstances when a face-to-face handover is not feasible, the Head

Teacher / Principal will ensure that the new post holder is fully conversant with all procedures and case files

5.14 RELAY: At Stanbridge, we are working in partnership with Central Bedfordshire Council and Bedfordshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally this scheme is called Operation Encompass and locally as Relay. In order to achieve this, Central Bedfordshire Council will share police information with the Nominated Relay SPOC of all domestic incidents where one of our pupils has been affected. On receipt of any information, the Nominated Relay SPOC will decide on the appropriate support the child requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the 'CBC Protocol for Domestic Abuse – Notifications to Schools'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

5.15 Multi Agency Working

- The school understands its role in the three safeguarding partner arrangements. Governing bodies, proprietors and the senior leadership teams, especially the designated safeguarding leads, will make themselves aware of and follow their local arrangements.
- School/service work in partnership with other agencies in the best interests of children. The school will, where necessary, liaise with the school nurse, initiate an Early Help Assessment, and make referrals to Children's Social Care. Referrals and contacts should be made by the Designated Safeguarding Lead or one of the Deputy Leads to either the Early Help Hub, or the Multi Agency Safeguarding Hub depending on the level of need. Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or duty social worker.
- We will co-operate with any child protection enquiries conducted by Children's Social Care: The school will ensure representation at appropriate inter-agency meetings such as Team Around the Family meetings, Initial and Review Child Protection Conferences, together with core group meetings.
- We will provide reports as required for these meetings in accordance with the LSCB interagency procedures. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child is subject to an Inter-agency Child Protection Plan, Child in Need Plan or Early Help Assessment, the school will contribute to the preparation, implementation and review of the plan as appropriate.
- If a child is subject to a referral to a multi- panel such as MARAC or CHANNEL, the school will contribute to such arrangements.

6. COMMUNICATION WITH PARENTS

6.1 The Head Teacher will ensure the Child Protection Policy is available on the school website for parents to read

6.2 Parents will be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;

- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

6.3 At Stanbridge we will also consider not informing parent(s) where it would place a member of staff at risk.

6.4 Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

6.5 The Designated Person for Child Protection will ensure parents are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff

6.6 General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility

6.7 The Designated Safeguarding Lead will not disclose to a parent any information held on a child if this would put the child at risk of significant harm. In such circumstances, advice will be sought from Children's Social Care.

7. ONLINE SAFETY

7.1 At Stanbridge we recognise 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.

7.2 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Filters and monitoring: At Stanbridge we actively reduce the children's exposure to the above risks through buying back the services of Insight who provide our ULR and content filtering (netsweep) so to provide them with a safe environment in which to learn.

7.3 At Stanbridge children are not allowed to bring mobile phones to school so they have no access to 3G 4G or 5G.

7.4 E-Security: keeping the electronic data we hold about pupils and families secure by using the Local Authority recommended Management Information System which has high levels of protective security surrounding the web based package.

7.5 E-Safety: Promoting e-safety awareness amongst staff, children and their parents/carers through the Acceptable User Agreement and ensuring all members of the school community know their access rights and responsibilities in using ICT.

- 7.6 Having an E Safety Policy in relation to the use of technology (including mobile phones and photographic equipment) in the school and which contains the detail of how we will achieve e-security and promote e-safety.
- 7.7 Conducting, through the Governing Body, an annual review of the school's E Safety Policy and Acceptable User Agreement.
- 7.8 Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords.
- 7.9 Making staff and pupils/students aware that all school ICT activity and on-line communications may be monitored, including any personal and private communications made via the school network.
- 7.10 Conducting an annual assessment of information risks, which will be reported to the Governing Body.
- 7.11 Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents.
- 7.12 Establishing an incident reporting procedure and recording reported incidents in an Incident Log (in Line with Local Authority Guidance *e-Safeguarding: Creating Working procedures in Schools* (2009)). The Incident Log shall be formally reviewed and any outstanding actions delegated, by the Senior Leadership Team at a minimum frequency of once per term. Through this review process, management shall update the risk assessment in light of new incidents as appropriate.
- 7.13 Carrying out, through the Governing Body, an annual review of this Incident Log and accompanying action plans.
- 7.14 When staff are required to provide remote education they should refer to our Remote Education Policy which contains details of how they should work safely at home and what to do if they become worried about a child.
- 7.15 . **Cybercrime:** Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).
- Cyber-dependent crimes include; unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded; Denial of Service (Dos or DDoS) attacks or 'booting'- attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; making, supplying or obtaining malware such as viruses, with the intent to commit further offences.
 - Children with a particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
 - If there are concerns about a child in this area, the Designated Safeguarding Lead (or Deputy), should consider referring into the **Cyber Choices** programme.
 - Cyber Choices is a nationwide police programme supported by the Home Office and led by the National Crime Agency which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences.
 - Additional advice can be found at: [Cyber Choices](#)

8. ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN (CHILD ON CHILD ABUSE)

8.1 Staff should recognise that children are capable of abusing their peers. Child on child abuse can manifest itself in many ways and different gender issues can be prevalent. All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. Children can abuse other children. This is generally referred to as peer on peer abuse.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence: such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment: such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos¹³ (also known as sexting or youth produced sexual imagery);
- upskirting: which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

8.2 All incidents of child on child abuse will be investigated by the designated person for child protection and safeguarding lead. They will consider the following: If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

However it is also important to consider that the alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. They may therefore be suffering, or at risk of suffering, **Significant Harm** and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

8.3 Any member of staff who feels that a young person has abused another child or young person should notify the designated person for child protection and safeguarding who will notify children’s social care without delay.

8.4 Additional Information: The school will follow Sexual Violence and Sexual Harassment guidance (DfE, 2017) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours strategy. This includes responding to any reports in a child-centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children. The school will respond to reports of sexual violence and sexual harassment on a case by case

basis using the Central Bedfordshire Thresholds Framework to consider/identify whether a criminal offence may have been committed and subsequently decide whether a report to the Multi Agency Safeguarding Hub is necessary. The school will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

8.5 Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care.

Guidance on responding to and managing sexting incidents can be found at http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex
Or through the Uk Council for Child Internet Safety (UKCCIS)

8.5 All incidents will be recorded in writing and victims/ perpetrators of peer on peer abuse will be supported following advice from children's social care and or through pastoral support at Stanbridge Lower School.

8.6 All of the above links closely to our Behaviour Policy.

9. Safeguarding Concerns and Allegations Made About Staff, Including Supply Teachers, Volunteers and Contractors

9.1 If staff members have concerns about another staff member including supply staff, volunteers and contractors who have

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would 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 *(related to transferrable risk where a staff member is involved in an incident outside of work which did not involve children, but could have an impact on their suitability to work with children e.g domestic violence at home)*

then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher this should be referred to the chair of governors who will then refer this to the designated officer at the LA

The Chair of Governors in this school is: Mrs Christine Payne - who can be contacted via the Clerk to the Governing Body - Mrs Nita Coupland on 01525 210328.

In the absence of the Chair of Governors, Governor with responsibility for Child Protection. This Governor is: Mrs Veronica Clarke - who can be contacted via the Clerk to the Governing Body – Mrs Nita Coupland on 01525 210328.

9.2 Actions to be taken (refer to Part 4 of KCSIE – allegations which meet the harm threshold) include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher

9.3 The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter. The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

Children's Services – 03001234043

SOOHS (Out of Hours Service-Children's Services) – 03001234043

9.4 If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer (LADO) without delay on 0300 300 5026.

- The LADO may request a referral - if this is requested, the referral will be completed and submitted within 1 working day.
- The school will engage with the LADO at all stages of the management of the allegation/concern and comply with the statutory guidance contained within ***Keeping Children Safe in Education (2022)*** and the local procedures published by the LSCB.
- In this regard, the school will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated, however all reasonable alternatives to manage the risk will be considered.
- Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated.
- Should the school dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with statutory duty, a referral to the Disclosure and Barring Service will be made.
- If the member of staff is engaged in teaching work, the school will, in accordance with published guidance from the Department for Education, consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made.
- The school will adhere to the statutory guidance contained within *Keeping Children Safe in Education (2022)* with regard to record keeping, references and compromise or settlement agreements.

9.5 **Concerns that do not meet the threshold**(refer further to KCSIE Part 4, section 2) – Low Level Concerns. We encourage an open and transparent culture; enable staff to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in our school are clear about professional boundaries and act within these boundaries, and in accordance with our ethos and values.

9.6 What is a low level concern: The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language

9.7 Recording: All low level concerns will be recorded, shared as appropriate and filed in staff personnel records. If the concern has been raised via a third party, the Head Teacher will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.
- The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

9.8 To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy and Safer Recruitment.

9.9 Allegations made against supply teachers and contractors: School will liaise with the supply agency/contractor and the LADO when an allegation is made against a supply teacher/contractor. If there are any doubts always liaise with the LADO

9.10 Allegations against a teacher, supply teacher and volunteers who is no longer teaching should be referred to the police.

9.11 Historical allegations of abuse should also be referred to the police.

9.12 The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email help@nspcc.org.uk. Please click [here](#) for information on the NSPCC website

10. LOOKED AFTER CHILDREN

We are aware the common reason for children becoming looked after is as a result of abuse and/or neglect.

10.1 All procedures relating to this area can be found in our Look After Children Policy.

11. CHILDREN MISSING EDUCATION

11.1 We recognise that all children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. We will follow the procedures for unauthorised absence and for dealing with children that go missing from education.

11.2 All procedures relating to this area can be found in our Attendance Policy.

12. CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

12.1 At Stanbridge we recognise that **child sexual exploitation and child criminal exploitation 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. It is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. 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. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

12.2 CSE is a form of child sexual abuse. Some of the following signs may be indicators of sexual exploitation:

- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

12.3 The school recognises that there are various 'models' of CSE which include but not limited to:

- gangs and groups
- boyfriend/girlfriend model
- child on child
- familial - relating to or occurring in a family or its members.
- online
- abuse of authority

12.4 Sexual abuse may involve physical contact,

- including assault by penetration (for example, rape or oral sex) or
- nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet

12.4 CCE: Some of the following signs may be indicators of child criminal exploitation

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

12.5 If staff suspect a child is a victim of child sexual exploitation they should report this to the designated person for child protection who will report this to children's social care and or the police. Further information relating to managing accusations of sexual violence/harassment can be found in part five of KCSIE.

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

criminal. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Any concerns should be reported to the DPCP.

13. PREVENT DUTY

13.1 We recognise we have a statutory duty as of 1st July 2015 to “have a due regard to the need to prevent people from being drawn into terrorism”. Protecting children from the risk of radicalisation should be seen as part of schools’ and colleges’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

- Stanbridge seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism. Stanbridge is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Stanbridge values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Both children and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school are the fundamental British Values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all women and men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.

13.2 All staff are now fully trained and provision made on the Recruitment Checklist and in induction training to ensure all future staff are trained in recognising and referring children who need protecting against the threat of radicalisation.

13.2 Our Anti radicalisation Policy should be referred to for further information.

14 .FEMALE GENITAL MUTILATION AND HONOUR BASED ABUSE

14.1 The designated person for child protection, family liaison officer and senior teacher are all trained in this area. Training is cascaded to staff every two years or when needed.

14.2 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under age. ***Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out***

14.3 So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the

designated safeguarding lead. 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 HBV, or already having suffered HBV.

15. FORCED MARRIAGE

15.1 Forcing a person into a marriage is a crime in England and Wales.

15.2 A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

15.3 If staff suspect a child is a victim of forced marriage they should report this to the designated person for child protection who will report this to children's social care and the police.

15.4 Further support can be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) or contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdof.gov.uk.

16. SAFER RECRUITMENT

At Stanbridge we adopt recruitment procedures that help deter, reject or identify people who might abuse children.

16.1 At all times we act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information to ensure safe recruitment and selection practices are carried out. We recognise that at least one member of any interview panel must have completed Safer Recruitment Training. Following all guidance in *Part 3 of Keeping Children Safe in Education Sept, 2022* which relates directly to our safer recruitment checklist.

16.2 Ensure that all staff are aware of their duties regarding Regulated Activities (see below) in relation to children and that where occasional or one-off visitors, contractors or volunteers have not undergone such a process, they will not have unsupervised access to children, and as appropriate formal risk assessment processes will be undertaken. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process

16.3 Regulated activity includes:

- a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,
- b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

16.4 We will maintain a regularly updated Single Central Record (SCR) that accurately records vetting check data for all employees, volunteers and contractors.

The information that will be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- 13 an identity check;
- 14 a barred list check;
 - an enhanced DBS check/certificate;
- 15 a prohibition from teaching check;
- 16 a section 128 check (for management positions as set out in paragraph 99 for independent schools (including academies and free schools));
- 17 further checks on people who have lived or worked outside the UK; this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in paragraph 114;
- 18 a check of professional qualifications; and
- 19 a check to establish the person's right to work in the United Kingdom.

16.5 For supply staff, schools should also include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS check certificate has been provided in respect of the member of staff.

Where checks are carried out on volunteers, schools should record this on the single central record. We will not keep original DBS certificates on file due to data protection laws.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept for the personnel file.

16.6 Complete all pre appointment checks – see safer recruitment checklist

- Ensure that at least one member of the Board of Governors and the Head Teacher have received training on safer recruitment practices.
- Ensure that all interviews for staff have at least one person on the panel who has completed safer recruitment training.
- Ensure that during the process of advertising and recruiting for staff vacancies, the school's commitment to safeguarding and safer recruitment practices will be made explicit.
- Refer concerns about the suitability of staff to work with children and young people to the Disclosure and Barring Service in cases where that individual is believed to have harmed or to pose a risk of harm children or vulnerable adults.
- Ensure that adults involved in the provision to children of extended services and school activities outside of normal school hours are taking part in a regulated activity and are subjected to the same level of vetting and or security arrangements as other staff and volunteers.
- Ensure that where school premises are used by other bodies both during and outside school hours, the Governing Body will be responsible for seeking assurance that the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and the groups will be vetted to ensure the school premises are not being used by groups promoting radicalisation.

17. THE SCHOOL CURRICULUM AND REMOTE LEARNING

17.1 At Stanbridge we will raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:

- The computing and e-safety curriculum builds year on year developing children's understanding of working with technology safely and sensibly teaching them how to be safe on line and how to recognise and report dangers. The areas focusing on

- Self image
 - Online relationships
 - Online reputation
 - Online Bullying
 - Managing online Information
 - Health and Wellbeing
 - Personal information and copywrite
- Including opportunities through the PSHE education curriculum for children to develop the skills they need to recognise and stay safe from abuse and when working online. It also includes relationships and sex education for all year groups.
 - Using the assembly timetable to talk about such things as keeping safe and stranger danger
 - Work with the NSPCC to deliver educational talks to children about keeping safe eg The PANTS rule.
 - Ensuring that children know that there are adults in the school whom they can approach if they are worried.
 - Displaying/distributing appropriate safeguarding materials and information.
 - Display essential links to parents on our school website which will support them in helping their children stay safe.

18. THE SCHOOL ENVIRONMENT

- Ensuring that our buildings and site are secure and visitors to the school are properly checked and supervised. All external doors will be secure from outside intruders. All visitors will be asked to report to reception, signed in/out and be asked to wear a visitor's badge during their time at school. They will be supervised appropriately during their visit in order to keep children safe.
- Having a Health & Safety Policy and procedures and ensuring that they are understood by all staff
- Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken.
- Maintaining an environment where children feel safe, equal and valued, and are encouraged to talk and are listened to. This is accomplished through talking about safe practices during the PSHCE curriculum which help to give children a voice and understanding about being, feeling and keeping safe, peer mentoring, student council
- Having policies for dealing with behaviour, bullying and racist and other discriminatory incidents and ensuring that staff adhere to these policies and promote the principles of value, respect, tolerance and acceptable behaviour amongst our pupils/studentssupport, displays of information such as Child Line and NSPCC posters and contact details.
- The culture at Stanbridge is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported to the Designated Safeguarding Lead or Head Teacher when concerns relate to an adult.
- The school has a culture of listening to and hearing the voice of the child.

19. EARLY HELP

19.1 All staff should be aware of the [early help process](#), and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. All concerns will be viewed alongside the Central Bedfordshire Thresholds Framework in

order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way.

- The school also places due regard to the guidance contained in 'What to do if you are worried a child is being abused', 2015.
- If, in consultation with the Central Bedfordshire Thresholds Framework, the level on concern sits at Level 2 or 3, an Early Help Assessment should be completed with the consent of the parent/carer - Early Help may also be provided on a single agency basis by the school, or additional support or advice for this work may be sought from the Early Help Team as a multi-agency response.
- In cases where it is not possible to obtain consent from the parent/carer, the school will seek advice from the Early Help Team
- The school will review each case to ensure that any support or intervention provided has impacted positively on the welfare/safety of the child or young person and that improvement is sustained.
- In the event that provision of Early Help has not led to improvements for the child/young person, or concerns escalate, the school will follow the step-up procedures published by the LSCB.
- In consultation with the Central Bedfordshire Thresholds Framework, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm, a referral will be made to the Multi Agency Safeguarding Hub.
- The parent/carer will be informed of the referral unless informing the parent may place the child/young person at increased risk of harm.

19.2 It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect.

AND ALL STAFF SHOULD REPORT THESE INCIDENTS TO THE DESIGNATED PERSON FOR CHILD PROTECTION AND SAFEGUARDING OR TO THE FAMILY LIAISON OFFICER.

19.3 The designated person or family liaison officer can then support the family further through the Central Bedfordshire's Early Help procedures. In the event of a professional disagreement in relation to a specific concern, the school will follow the LSCB procedures for resolution of professional disagreements, also known as escalation procedures.

20. MENTAL HEALTH

20.1 All staff should also 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. If staff become aware of a mental health problem, a cause for concern sheet should be sent to the Head Teacher immediately, as she is the appropriately trained person for emotional well being and mental health. The Head Teacher will then offer immediate 1-1 support for the child and seek advice as appropriate or refer to the Tracy Davies and the school Family Liaison Officer who will offer 1-1 immediate support to a child whilst waiting for professional intervention.

20.2 Only appropriately trained professionals should attempt to make a diagnosis of 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, and a cause for concern sheet should be completed and given immediately to the head teacher.

20.5 The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

20.6 More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

21. COUNTY LINES/GANG RELATED VIOLENCE

21.1 Stanbridge recognises the risks posed to children in relation to involvement in gang related activity, which may be street gangs, peer group or organised crime. Young people who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practice.

21.2 The school understands that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an Early Help response when concerns are raised about indicators of gang activity. If, however, information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care. Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made to the MAG panel in accordance with local procedures as part of the safeguarding response. Stanbridge understand the process of completing an information sharing form which highlights broader concerns contextually occurring outside of the child's home. See Appendix 13 for further information.

21.3 All staff should be aware this is a term 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 and or other form of "deal line".

21.4 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.

21.5 Staff should look for 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 Crime Agency Human – Trafficking should be made. If the child is considered at risk of or involved in county lines, a safeguarding referral should be made.

22. DOMESTIC ABUSE

22.1 Staff need to be aware that 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 and 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.

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

22.3 The police will inform the DPCP in school before the child or children arrive at school the following day if there has been a case of domestic abuse. The DPCP will log all relevant information about the child's circumstances and will offer support to according to the needs of the child.

23. HOMELESSNESS

23.1 Staff need to be aware of homelessness as this presents a real risk to a child's welfare. The DPCP will liaise to the Local Housing Authority so they can raise concerns. If the child is at risk of harm a referral will be made.

23.2 Indicators for staff to be look out for are

- Household debt, rent arrears, domestic abuse and antisocial behaviour, as well as the family be asked to leave a property

24. UPSKIRTING

24.1 Staff need to be aware of "upskirting" where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence and should be reported directly to the DPCP who will inform the Police.

25. MODERN DAY SLAVERY

25.1 Modern slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol). Modern slavery crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

- Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

Types of human trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- sexual exploitation
- forced labour
- domestic servitude
- organ harvesting
- child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc.
- forced marriage and illegal adoption (if other constituent elements are present).

25.2 All cases of modern day slavery should be reported to the DPCP who will inform the Police.

26. YOUTH GENERATED SEXUALISED IMAGERY

26.1 Stanbridge recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.

26.2 In all cases where an incident of youth produced sexual imagery is reported, the following actions will be undertaken:

- the incident should be reported to the DPCP as soon as possible
- the DPCP should hold an initial review discussion or meeting with appropriate school staff
- there should be subsequent interviews with the young people involved (if appropriate) parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care and/or Bedfordshire Police immediately.

26.3 An immediate referral will be made to Bedfordshire Police and Social Care in the following circumstances:

- the incident involves an adult
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- the imagery involves sexual acts and any pupil in the imagery is under 13
- there is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

26.4 If none of the above applies, we may choose to deal with the incident without involving Bedfordshire Police or Children's Social Care. This will usually be the case where the Designated Safeguarding Lead is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren.

26.5 We will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice.

26.6 Adults in the school will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the Designated Safeguarding Lead will respond to an incident based on what they have been told about the imagery.

26.7 All incidents will be recorded.

More information is available in Appendix 14.

27. ELECTIVE HOME EDUCATION

27.1 Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, we recommend that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

27.2 We must inform their LA of all deletions from their admission register when a child is taken off roll

28. CHILDREN WHO ARE LESBIAN, GAY, BI OR TRANS (LGBT)

28.1 At Stanbridge we recognise that whilst the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, children who are LGBT can be targeted by other children.

A child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT

We will endeavour to reduce barriers faced by children who are LGBT and will provide a safe space for them to speak out or share their concerns with members of staff. This safe space is with the Family Liaison Officer.

29. Operation Encompass

29.1 Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children.

29.2 Operation Encompass connects the police with schools to enable that the appropriate support is in place for children who are subject to/witness incidents of domestic abuse. The school environment enabling rapid provision allows for appropriate safeguarding to be put in place against the short, medium and long-term effects of domestic abuse. Following an incident, children may arrive at school distressed, anxious or upset and Operation Encompass ensures that appropriate staff are aware early enough in order to support children in making them feel safe.

29.3 Please click [here](#) for more information.

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

30. MONITORING AND REVIEWING SYSTEMS AND PROCEDURES

28.1 We will monitor and review our safeguarding and child protection practices and procedures in line with this policy by:

- Ensuring accountability by placing ultimate responsibility for safeguarding, child protection and this policy with the Governing Body and responsibility for the implementation of this policy with the Head Teacher.
- Ensuring that the Designated Governor for Safeguarding and child protection has regular meetings with the Designated Member of Staff for Child Protection and Safeguarding, in order to monitor and assess the effectiveness of the school's response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development. This will happen as required or in any case, as a minimum, once every term.
- Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.
- Sharing information (in line with the *LSCB Information Sharing Protocol*) with relevant professionals in order to monitor, support and protect children thought to be at risk of harm.

31. Policy Review

. The school's policy will be reviewed:

- ☐ Annually

Or when

- ☐ There has been a significant change in staffing or pupil intake.
- ☐ There has been a significant change in Government guidelines

Appendix 1

Types of Abuse and Neglect Including Signs and Symptoms

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Physical abuse

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

Child

Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -

Parent

Family/environment

Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).

Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Parent

Family/environment

Observed to be aggressive towards child or	Marginalised or isolated by the community.
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others	
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Parent

Family/environment

Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety

	equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.

Child

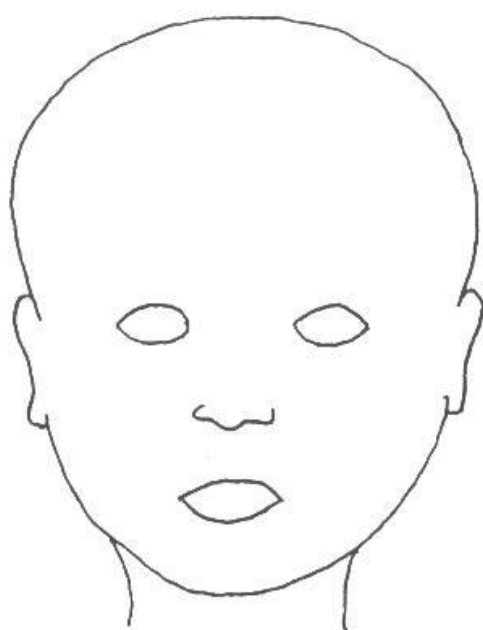
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carers about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Appendix 2

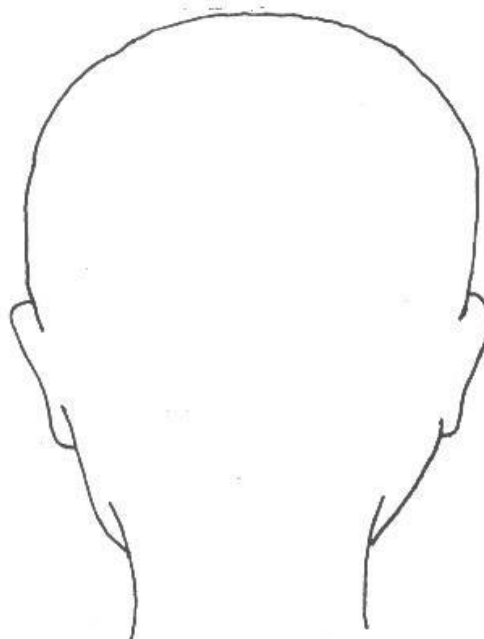
Body Charts

Body Chart 1

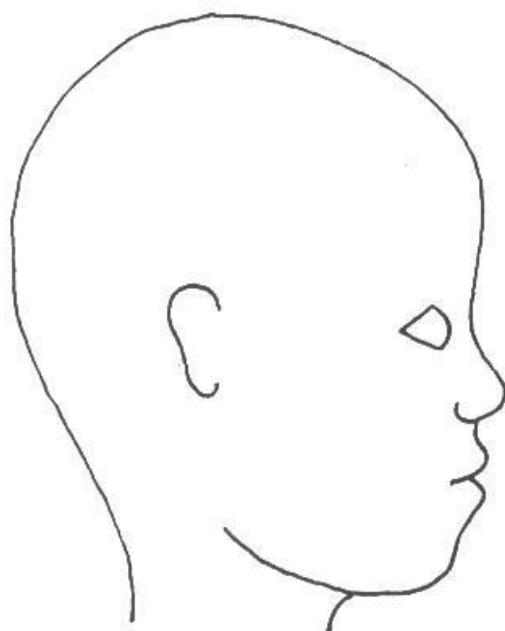
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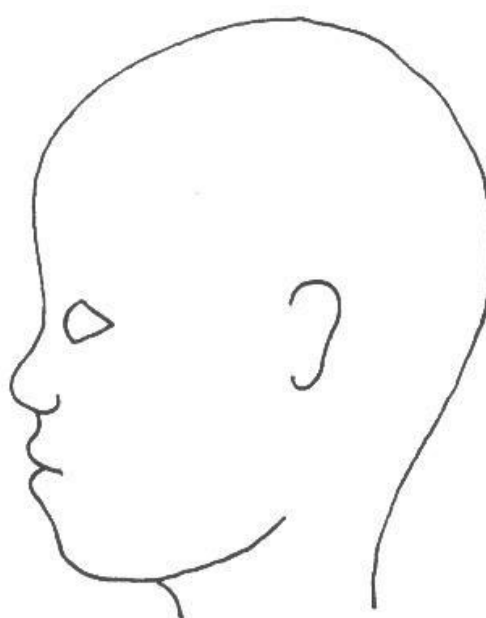
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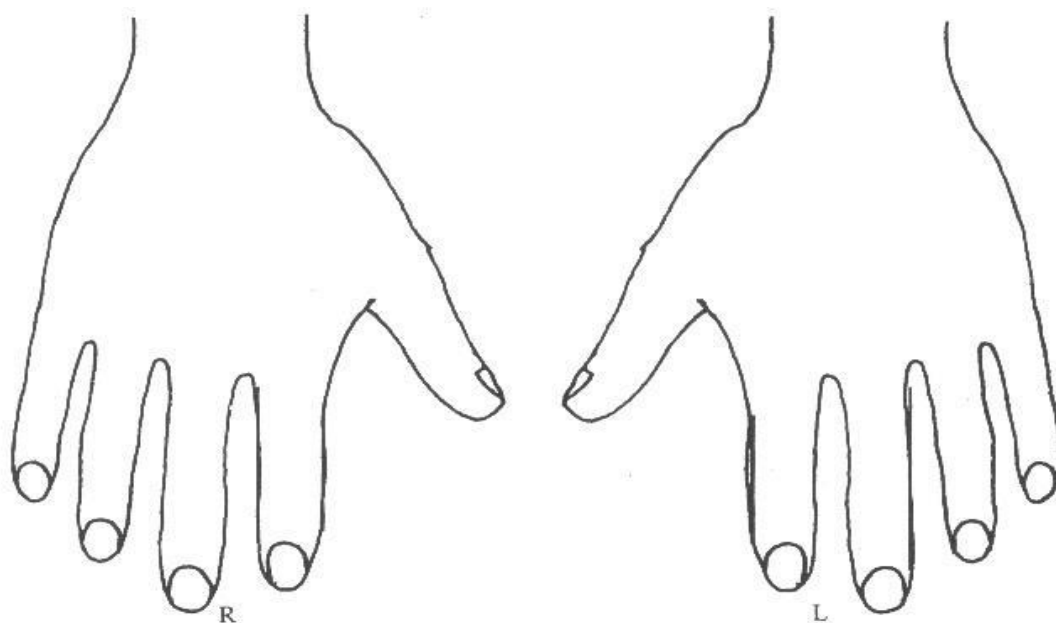
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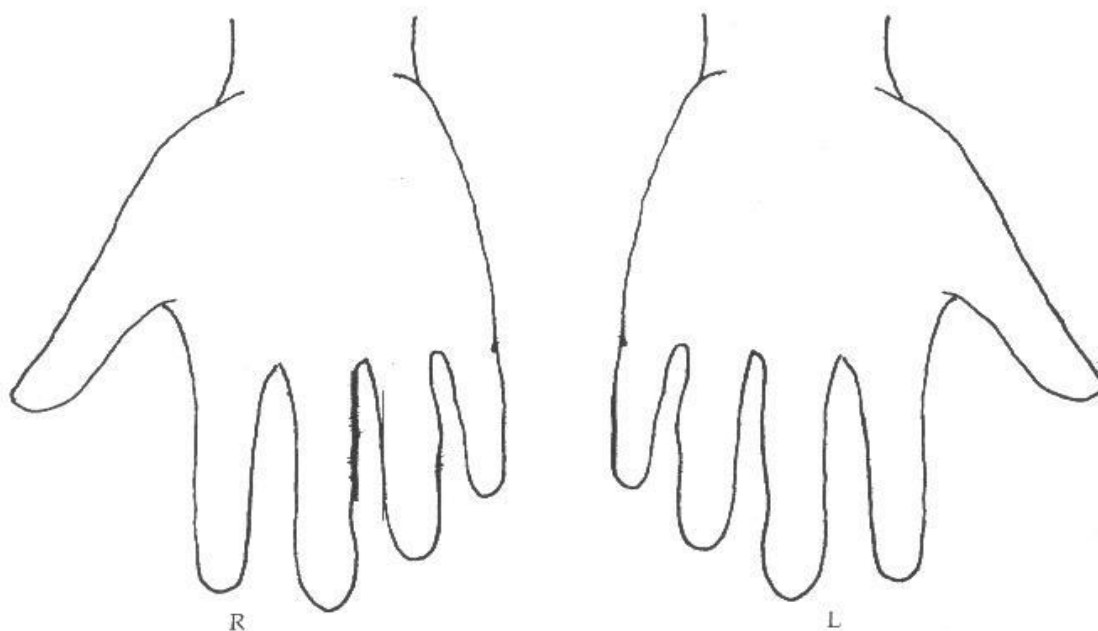
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Body Chart 2

First Name:	Last Name:
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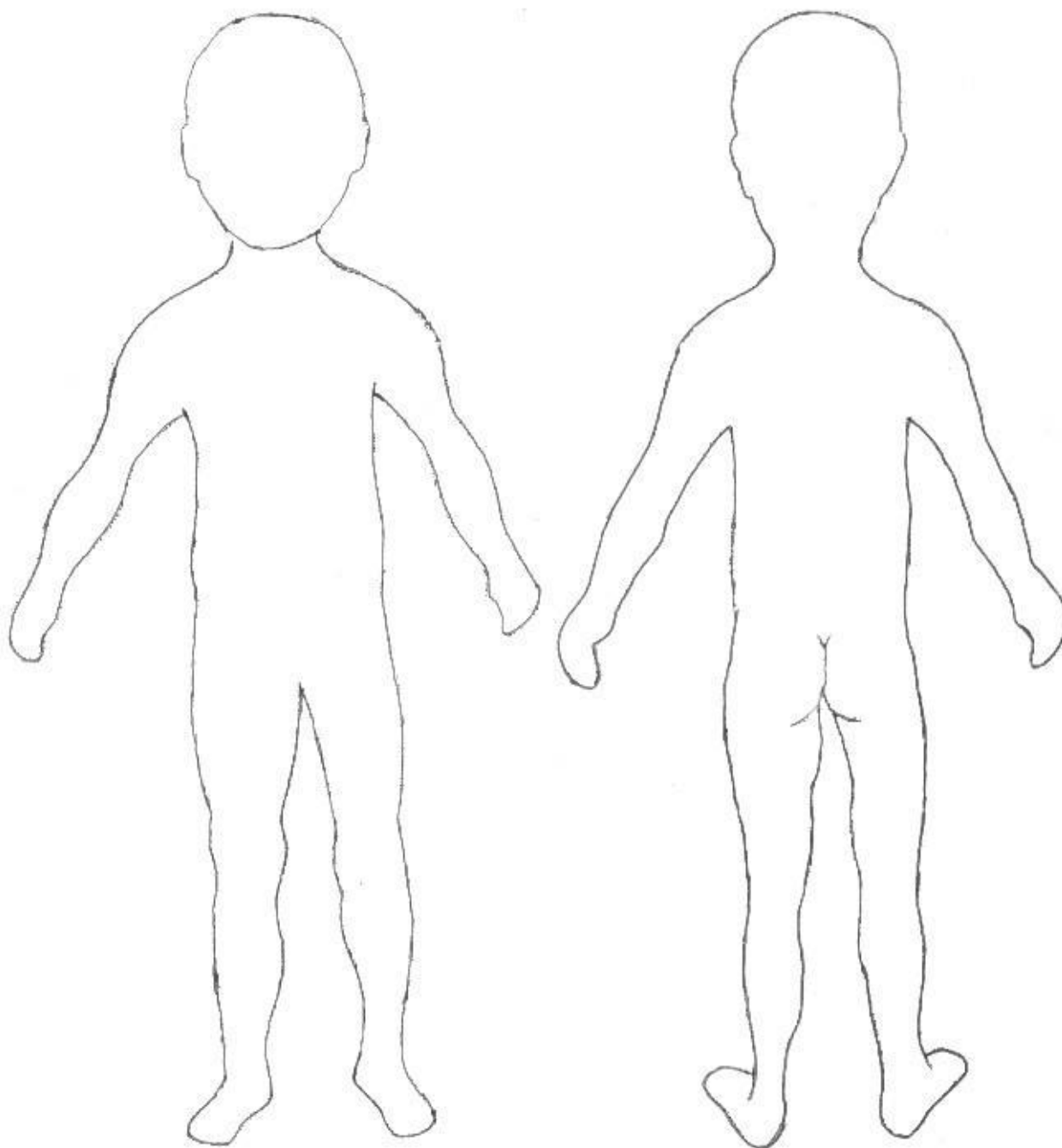
BACK



PALM

Body Chart 3

First Name:	Last Name:
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Appendix 3

Record of Concern

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and time of concern :			
Your account of the concern : (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :		Your signature :	
Your position in school :		Date and time of this recording :	
Action and response of DSP/Head Teacher			
Feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this?	

Name:

Date:.....

Checklist

for DSP (to be printed on back of record of concern form)

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries (body map available at Appendix 2)

Audit date:		Audited completed by:	
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

RED	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
AMBER	Indicates that key information is included but recording could be further improved
GREEN	Indicates that the recording meets the above required standards

If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1 , i.e. the actual record of concern form which contains confidential details.

Appendix 4

Chronology Template

In the front of the child protection file should be a 'chronology'. This is like a diary which lists in chronological order each relevant event & includes details such as date, time, name of person involved/spoken to, rationale for decision making and paperwork generated (see example below).

Sample Chronology Template

Time/Date	Event (A brief overview of the event but should include the names of those spoken to/involved)	Outcomes/ actions carried forward, rationale for decisions made (particularly around information sharing) or general comments	Records/ paper work generated	Entry made by (print name)

Appendix 5

Definition of Private Fostering

A private fostering arrangement is one that is made privately (that is to say without the involvement of the LA) for the care of a child:

- under the age of 16 (under 18 if disabled)
- by someone other than a close relative
- with the intention that it should last for 28 days or more.
- private foster carers may be from the extended family such as a cousin or great aunt.

However a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether full or half blood or by marriage) or a step parent will not be a private foster carer.

A private foster carer may be a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the foster carer should be continuous - but that continuity is not broken by the occasional short break. A break in the period e.g. for a child to visit his/her parents at the weekend would not affect the nature of the placement as a private foster placement. For a break to restart in calculating the period it must result from the ending of one arrangement prior to the start of a new arrangement.

Where a child is under 16 years old and is a pupil at an independent school and lives at the school during the school holidays for a period of more than 2 weeks, he/she will be subject to private fostering regulations unless one of the exemptions below applies.

Where a child under 16 is studying at a language school for more than 28 days and stays with a host family he/she will be subject to private fostering regulations.

Exemptions

These are covered in Schedule 8 of the Children Act 1989 but the main exemptions are covered below.

Children will not be privately fostered:

- Where the arrangements last for less than 28 days and are not intended to extend beyond that period
- Where the child is looked after by a LA
- Where the child is living in a children's home or accommodation provided by/on behalf of a voluntary organisation
- A school in which he/ she is receiving full time education (either during term time or residing there less than 2 weeks of any school holiday)
- Where the child is placed by an adoption agency in the care of a person who proposes to adopt him/her or s/he is a protected child under the Adoption Act 1976 (section 32).

Taken from LSCB *Inter agency Safeguarding Policy on Private Fostering* (2007)

http://www.bedfordshirelscb.org.uk/pro_files/microsoftword-privatefosteringpolicy-finaloct07agreed.pdf

Appendix 6

First Aid and Administration of Medication

It is expected that adults working with children and young people should be aware of basic first aid techniques. It is not however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication.

Health and Safety legislation places duties on all employers to ensure appropriate health and safety policies are in place and an appropriate person is appointed to take charge of first aid arrangements. Therefore all schools must have trained first aiders/appointed persons. Appropriate regard should be paid to current guidance:

- ☐ Managing medicine in schools and Early Years (Ref 1448 – 2005)
- ☐ DfES guidance for first aid in schools 1988
- ☐ [www.teachernet.gov.uk/whole school/health and safety/first aid](http://www.teachernet.gov.uk/whole_school/health_and_safety/first_aid)

Pupils may need medication during school hours. In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate (and with the permission of the parents as necessary) be encouraged to self administer medication or treatment including, for example any ointment, use of inhalers. Where possible the view of the relevant GP should be obtained.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the appropriate senior colleagues at the earliest opportunity. All administrations of medicine should be recorded. When administering first aid, staff should try to ensure that another adult is present or aware of the action being taken. Parents should always be informed when first aid has been administered.

This means that schools should:

- Ensure there are trained and named individuals to undertake first aid responsibilities.
- Ensure training is regularly monitored and updated.
- Always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication.
- Ensure that staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention.

This means that staff/adults should:

- Adhere to the school's safety policy (and policy for administering first aid or medication).
- Adhere to the school's intimate care policy.
- Make other staff aware of the task being undertaken.
- Comply with the necessary reporting requirements.
- Report and record any administration of first aid or training.
- Always act and be seen to act in the child's best interest.
- Ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities.
- Explain to the child what is happening.
- Have regard to any health plan which is in place.

Appendix 7

Whistle-blowing

Employees are often the first to realise that there may be something seriously wrong within the Council. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the Council. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

Staff should acknowledge their individual responsibilities to bring matters or concern to the attention of senior management and/or external agencies. This is particularly important where the welfare of children may be at risk.

The Public Interest Disclosure Act 1998 encourages individuals to raise concerns about malpractice in the workplace. The Authority's confidential reporting code also referred to as the 'whistle blowing' policy, makes it clear that employees can raise serious concerns without fear of victimisation, subsequent discrimination or disadvantage and is intended to encourage and enable employees to raise those concerns within the Council, rather than overlooking a problem.

As a first step, concerns should normally be raised with an individual's immediate manager or their superior. This depends however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. For example, if an individual believes that management is involved, they should approach the Chief

Executive, Chief Finance Officer, Monitoring Officer or the Assistant Director Audit and Risk.

Full details of this Procedure can be found within the Central Bedfordshire Council Ethical Handbook, available via Committee Services Department or online at

<http://www.centralbedfordshire.gov.uk/modgov/mgConvert2PDF.aspx?ID=18849>

Appendix 8

Professional Disagreements Relating to the Safeguarding of Children

A formal Local Authority Escalation Procedure *Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns (2010)* is available on the LSCB website and should be consulted in the event of professional disagreements. However, some general principles are shown below.

If you feel that a decision made by another professional leaves a child at risk of harm:

- Articulate your views.
- Ensure that the fact that you do disagree with the decision is recorded in writing; both by you and where possible on relevant case papers held by other professionals involved.
- Ask for the other professional to provide written confirmation of their decision and their reasons for it.
- Discuss the case with a fellow safeguarding professional, (whilst taking care to observe the bounds of confidentiality) this may help to clarify matters and identify the best way forward.
- Don't be afraid to challenge the decision but be ready to justify your reasons and where possible support with evidence. (Record details in writing.)
- Where the threshold for significant harm has either not been met or is no longer being met, continue to refer new information around risks or concerns which come to light. New information may alter the level of identifiable risk and tip the balance in favour of intervention.
- If you believe that a decision made by another professional exposes a child to risk/continuing risk of significant harm **NEVER DO NOTHING!** That you should challenge is not just 'ok'; it's expected.

In line with *Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns (2010)*, the usual protocol is that where matters are escalated, discussions take place between individuals of similar levels of seniority. Therefore it might be that representations are made by a more senior member of staff on behalf of the Designated Person, for example, the Head Teacher.

Appendix 9

Equality & Diversity Issues in Safeguarding & Child Protection

This appendix highlights how equality and diversity issues and characteristics can impact on the safety and well being of pupils.

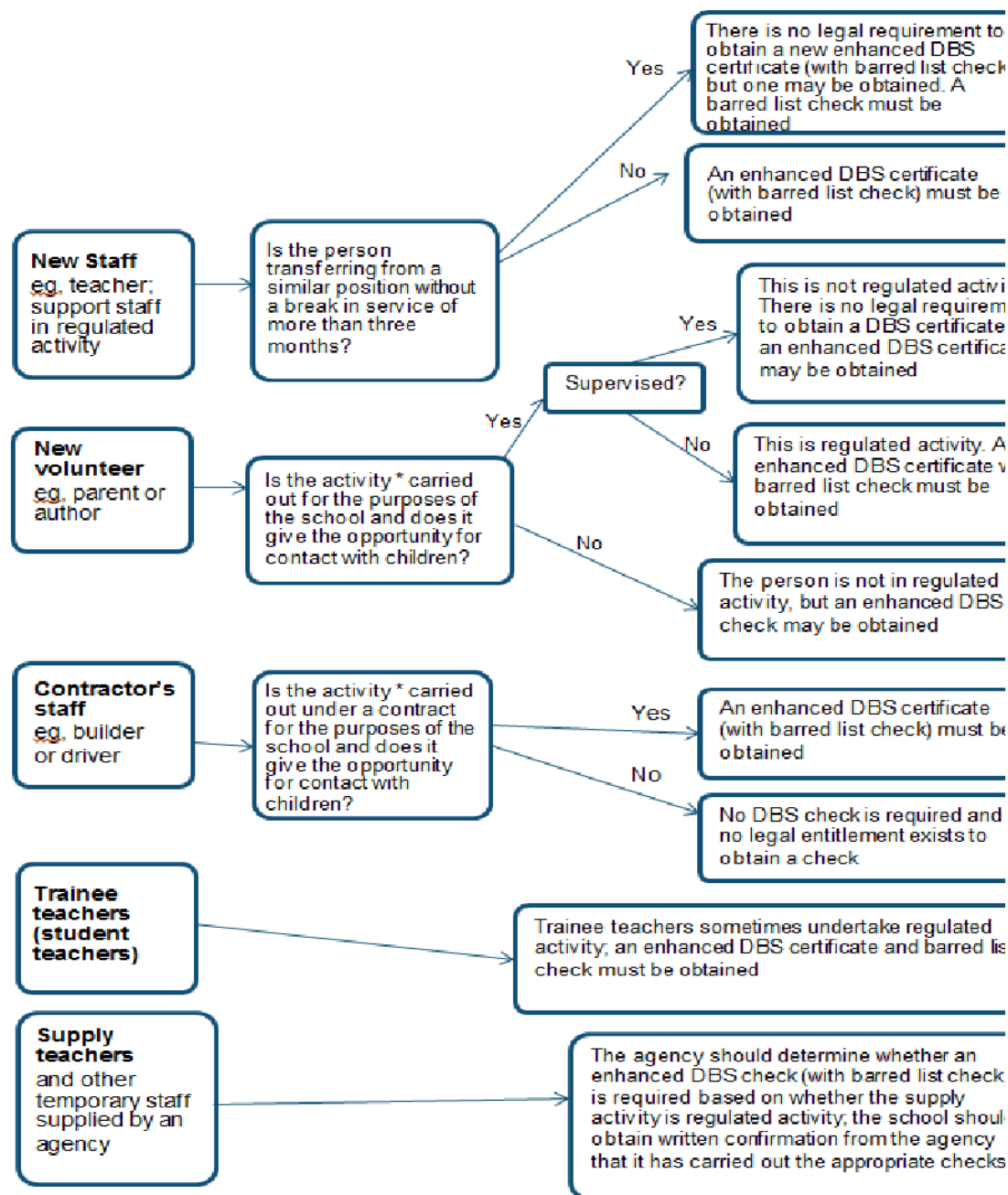
General/Factors to consider

- Communication difficulties may exist as a result of language barriers, physical & learning disability or age. Children and young people with communication difficulties may not easily be able to let someone know that they are being abused.
- Some Ethnic Minority families are less likely to understand the role of Social Services, often because of language or cultural differences.
- The personal care or behaviour management of a child with disabilities may leave some families more vulnerable to accusations of abuse. Some practices, such as personal care, medical interventions, or restraint may be seen to be abusive.
- Parents and carers with a disability / health issue (including learning disabilities, mental health and addiction problems) may be unfairly viewed as less able to care for their children.
- Parents in same – sex relationships may have concerns that their sexual orientation will be seen as a risk factor for their child.
- An Ofsted evaluation of serious case reviews April 2008 to March 2009 concluded that issues of disability often masked child protection concerns and that in half of cases involving children with disabilities, there was a failure to recognise the increased vulnerability of disabled children, for example to child sex abuse.
- Children who grow up in poverty are less likely to get qualifications or go on to higher education, and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, therefore poorer, therefore less healthy and probably less likely to participate in civic activity. The kinds of people who are less likely to be employed are also more likely to be involved in crime, to have shorter life-spans and to have less fulfilling family lives. Whole families can be locked into cycles of deprivation.
- Racial harassment is often not seen as a child protection issue or as a factor in neighbours maliciously reporting concerns.
- Women are more likely to report, consult for and be diagnosed with depression and anxiety.
- Boys are four times as likely as girls to be identified as having a behavioural, emotional and social difficulty (BESD).
- It is possible that depression and anxiety are under-diagnosed in men. Suicide is more common in men.
- All forms of substance abuse are more common in men.
- Alcohol disorders are twice as common in men, although binge drinking is increasing at a faster rate among young women.
- Incidence rates of most sexually transmitted infections are rising, with the increase being greater in women than men.
- An estimated 66,000 women living in the UK have undergone female genital mutilation and 21,000 girls under 16 are currently at risk. (HO & WRC)
- In 2008 the Forced Marriage Unit received over 1600 calls to it's helpline on suspected incidences of forced marriage. (HO)
- **Bullying & Discrimination**
- Studies claim that at least **16 children commit suicide as a direct result of bullying in the UK every year.**

- In an Ofsted analysis of serious case reviews (April 2008 – March 2009) **10 out of the 25** children who died in the 11+ age group, committed suicide.
- There is a need to **educate children** about diversity from lower school level and to **teach young children not to stereotype and to respect differences**.
- Eight out of ten children with learning disabilities have been bullied at school and six out of ten have been physically hurt.
- Disabled children and those with visible medical conditions can be twice as likely as their peers to become targets for bullying behaviour.
- Over 75% of 11-12 year old boys think it is acceptable that women get hit if they make men angry. More boys than girls of all ages believe that some women deserve to be hit.
- Close to 10,000 women are sexually assaulted and 2,000 women are raped every week. (British Crime Survey 2008)
- At least 32% of children, mostly girls, experience some form of child sexual abuse. (HO)
- Gypsy and Traveller children experience racist abuse on a daily basis (e.g. "dirty pikey") at school and in other settings, from children and adults in the settled community, making them reluctant to attend.
- 98% of young gay people hear the frequent use of homophobic language ("that's so gay", "poof", "dyke", "queer" "bender")
- 50% of teachers fail to respond to the use of homophobic language.
- 30% of lesbian and gay pupils report that adults are responsible for homophobic incidents in their schools
- One third of young lesbian, gay, bisexual or Transgender young people have self harmed
- 6/10 lesbian and gay school children experience homophobic bullying and half of those contemplate killing themselves as a result
- Over three in five young lesbian and gay people feel that there is neither an adult at home nor at school who they can talk to about being gay
- In any school of 1,000 pupils there are likely to be 6 who will have transgender experience at some point in their lives. Trans people are susceptible to depression and at risk of suicide. 33% of Trans Adults in the UK attempt suicide at least once. This is considerably higher than the risk in many other groups and should serve to underline that Trans people would not subject themselves to such experiences unless, for them, there was no better option.

Appendix 10

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Appendix 11

Sexual violence and sexual harassment between children in schools

Further guidance

The Department for Education has published detailed advice on sexual violence and sexual harassment between children in schools and colleges. It is available here. Below is a summary of that advice.

Context

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children

What do we mean by sexual violence and sexual harassment between children?

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁴ as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.¹⁶ Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent • a child under the age of 13 can never consent to any sexual activity; • the age of consent is 16; 17 • sexual intercourse without consent is rape.

Sexual Harassment

For the purpose of this advice, when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

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

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

- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
- sharing of unwanted explicit content;
- upskirting (is a criminal offence²⁰);
- sexualised online bullying; unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

Harmful Sexual Behaviour

Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviour” (HSB). The term has been widely adopted in child protection and is used in this advice. **HSB can occur online and/or face to face and can also occur simultaneously between the two.** HSB should be considered in a child protection context. When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Confidential, specialist support and advice on HSB is available from the specialist sexual violence sector:

- contact Rape Crisis (England & Wales) or The Survivors Trust for information, advice, and details of local specialist sexual violence organisations.

- NICE guidance contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.
- The Lucy Faithfull Foundation has developed a HSB toolkit, which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse.
- The NSPCC provides free and independent advice about HSB: NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework
- Contextual Safeguarding Network – Beyond Referrals (Schools) provides a school self-assessment toolkit and guidance for addressing HSB in schools.
- StopItNow - Preventing harmful sexual behaviour in children - Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline

Responding to reports of sexual violence and sexual harassment

Introduction

Refer to current guidance Sexual Violence and Sexual Harassment Between Children in School Sept 2021 point 55 The immediate response to a report and Responding to the report

- if required, the designated safeguarding lead (or a deputy) should discuss the local response to sexual violence and sexual harassment with police and children's social care colleagues in order to prepare the school or college's policies (especially the child protection policy) and responses; and
- the designated safeguarding lead (and their deputies) should be confident as to what local specialist support is available to support all children involved (including the victims and perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.
- Detailed information on support for schools and colleges is included in the departmental advice.

Managing the disclosure

The school or college's initial response to a disclosure from a child is important. It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

As per Part one of Keeping children safe in education, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and the UKCIS Sharing nudes and seminudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child. . In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

Confidentiality and Anonymity

Confidentiality Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. The school or college should only engage staff

and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children.

The designated safeguarding lead (or a deputy) should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk);
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to children's social care; and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases. Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Additional information on confidentiality and information sharing is available at Safeguarding Practitioners Information Sharing Advice and NSPCC: Information sharing and confidentiality for practitioners.

Anonymity

An allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support and the criminal process in general so they can offer support and act appropriately.

Information is at: CPS: Safeguarding Children as Victims and Witnesses. As a matter of effective safeguarding practice, schools and colleges should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully 30It is not the role of schools and colleges to provide legal advice or support to victims, alleged perpetrators or parents in respect of a criminal justice process.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms

Risk assessments should be recorded (written or electronic) and should be kept under review.

The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important, not to pass off any sexual violence or sexual harassment as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Options to manage the report

There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or require referrals to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support.
- Whatever the schools or college's response, it should be underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Early help

In line with point 1 above, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address nonviolent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the Early Help process is and how and where to access support.

- Full details of the early help process are in Chapter 1 of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education as set out in Part three of this advice and engagement with parents and carers.
- Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).
- Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.

Reporting to the police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).

- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools and colleges decide when to engage the Police and what to expect of them when they do: When to call the police.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim and alleged perpetrator(s) as required.

Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim.

However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator is likely to be especially distressing.

Whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim.

The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence and sexual harassment the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

In all cases the initial report should be carefully evaluated, reflecting the considerations set out in the "Action following a report" section above. The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that by the very nature of sexual violence and sexual harassment a power imbalance is likely to have been created between the victim and alleged perpetrator.

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

Ongoing Considerations: Victim and alleged perpetrator sharing classes

Once the designated safeguarding lead (or a deputy) have decided what the next steps will be in terms of progressing the report, they should consider again, the question of the victim and alleged perpetrator sharing classes and sharing space at school or college. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them. It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools and colleges should follow general safeguarding principles.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault the alleged perpetrator should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from school or college where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator. Close liaison with the police is essential.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school or college should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, schools and colleges should record and be able to justify their decision making.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. In all cases schools and colleges should record and be able to justify their decision making.

All the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The school or college will have a difficult balancing act to consider. On the one hand to safeguard the victim (and the wider student body) and on the other hand providing the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions.
- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour in young children may be a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist services and the police.

The end of the criminal process/Unsubstantiated, unfounded, false or malicious reports
further information can be found in the Sexual Violence/Harrassment 2021 Page 38

Useful Documents and Links for Advice

- Referrals to the police will often be a natural progression of making a referral to children's social care. The designated safeguarding lead (or a deputy) should lead the schools or college's response and should be aware of the local process for referrals to children's social care and making referrals to the police. The following advice may help schools and colleges decide when to engage the Police and what to expect of them when they do: ***When to call the police.***
- Many schools and colleges have close relationships with their local police force and many police forces have a permanent or semi-permanent police presence in schools and colleges. The designated safeguarding lead (or deputy) should be liaising closely with the local police presence, where there is one.
- Child Exploitation and Online Protection command: CEOP is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report to one of their Child Protection Advisors.
- The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies).
- Support from specialist sexual violence sector organisations such as Rape Crisis or The Survivors Trust.
- The Anti-Bullying Alliance has developed guidance for schools about Sexual and sexist bullying.
- The Survivors Trust
- Rape Crisis
- NHS Help After Rape and Sexual Assault

Online concerns can be especially complicated. Support is available at:

- The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues and will be especially useful for the designated safeguarding lead (and their deputies) when a report of sexual violence or sexual harassment includes an online element.

- Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF). The IWF will make an assessment of whether the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF's Image Hash list.
- Childline/IWF Remove a nude image shared online Report Remove is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online, to see if they can be removed from the internet.
- UKCIS Sharing nudes and semi-nudes advice: Sharing indecent images of a child (including by children) is a crime. UKCIS Sharing nudes and seminudes: advice for education settings working with children and young people provides support in responding to reports of children sharing nonconsensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery)
- Thinkuknow from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online.

Appendix 12

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you

do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
 6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
 7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.
- 5 The General Data Protection Regulation

Appendix 13

Safeguarding in Specific Circumstances: Gang involvement

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk indicators may include:

- becoming withdrawn from family
- sudden loss of interest in school - decline in attendance or academic achievement
- starting to use new or unknown slang words
- holding unexplained money or possessions

- staying out unusually late without reason
- sudden change in appearance - dressing in a particular style or 'uniform'
- dropping out of positive activities
- new nickname
- unexplained physical injuries
- graffiti style tags on possessions, school books, walls
- constantly talking about another young person who seems to have a lot of influence over them
- broken off with old friends and hanging around with a new group
- increased use of social networking sites
- starting to adopt codes of group behaviour e.g. ways of talking and hand signs
- expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past
- being scared when entering certain areas
- being concerned by the presence of unknown youths in their neighbourhood

This is not an exhaustive list and should be used as a guide.

Appendix 14

Safeguarding in specific circumstance: Youth produced sexual imagery

Definition: *under 18's sending or posting sexually suggestive images, including nude or semi-nude photographs via mobile devices or the internet.*

Incidents covered by this policy:

- person under 18 creates a sexual image of themselves and shares it with another person under 18
- a person under 18 shares an image of another under 18 with another person under 18 or an adult
- a person under 18 is in possession of sexual imagery created by another person under 18

Incidents not covered by this guidance:

- under 18s sharing adult pornography

- under 18s sharing sexual texts without sexual imagery
- adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The Law

Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals
- sex acts including masturbation
- indecent images may also include overtly sexual images of young people in their underwear.

These laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. We believe young people need education, support, and safeguarding, not criminalisation.

The National Police Chiefs Council has made clear that incidents of youth produced sexual imagery should be treated primarily as a safeguarding issue. However, the police may need to be involved in cases to ensure thorough investigation including collection of evidence. If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to the police and/or Children's Social Care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or Children's Social Care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks. When assessing the risks, the following should be considered:

- Why was the imagery shared?
- Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery?
- Where has the imagery been shared?
- Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?

- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Informing parents/carers)

Parents/carers should be informed and involved in the process at an early stage unless informing will put the young person at risk of harm. Any decision not to inform the parents/carers would generally be made in conjunction with other services such as Children's Social Care and/or the police, who would take the lead in deciding when the parents/carers should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases DSLs may work to support the young people to inform their parents/carers themselves.

Searching devices, viewing and deleting imagery

Viewing the imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, responses to incidents should be based on what DSLs have been told about the content of the imagery.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent/carer in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL should:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the Head Teacher/Principal
- ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Head Teacher/Principal
- ensure viewing takes place with another member of staff present in the room, ideally the Head Teacher/Principal or a member of the senior leadership team (this staff member does not need to view the images)
- wherever possible, ensure viewing takes place on school or college premises, ideally in the Head Teacher/Principal or a member of the senior leadership team's office

- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the school are followed.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Head Teacher/Principal can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice (note this advice is for schools only)

Appendix 15

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.'
3. Extremism is defined by the Crown Prosecution Service as:
'The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - seek to provoke others to terrorist acts
 - encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - foster hatred which might lead to inter-community violence in the UK.'
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
- identity crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society
 - personal crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - personal circumstances – migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - unmet aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life
 - experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
 - special educational need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:
- being in contact with extremist recruiters
 - accessing violent extremist websites, especially those with a social networking element
 - possessing or accessing violent extremist literature
 - using extremist narratives and a global ideology to explain personal disadvantage
 - justifying the use of violence to solve societal issues
 - joining or seeking to join extremist organisations; and
 - significant changes to appearance and/or behaviour
 - experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Female Genital Mutilation

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.

It's also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is child abuse. It's very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sexual intercourse, childbirth and mental health.

Effects of FGM

There are no health benefits to FGM and it can cause serious harm, including:

- constant pain
- pain and/or difficulty having sex
- repeated infections, which can lead to infertility
- bleeding, cysts and abscesses
- problems passing urine or incontinence
- depression, flashbacks and self-harm
- problems during labour and childbirth, which can be life-threatening for mother and baby.

Some girls die from blood loss or infection as a direct result of the procedure.

Why FGM is carried out

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, as a preparation for marriage or to preserve her virginity).

However, there are no acceptable reasons that justify FGM. It's a harmful practice that isn't required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM.

FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it's carried out.

Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to school.

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM happening to them.

Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan
Ethiopia	Somalia	Gambia	Sierra Leone
Guinea	Nigeria	Indonesia	Mali
Ivory Coast	Malaysia	Kenya	Liberia

The law and FGM

FGM is illegal in the UK. It is a criminal offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM.

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

The Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Possible signs and indicators of FGM

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Below are some warning signs that MAY indicate a girl is at risk of FGM:

- parents requesting additional periods of leave around school holiday times
- if the girl comes from a country with a high prevalence of FGM
- mother and siblings have undergone FGM
- child may indicate that they are going for a special event (in the UK or abroad).

Further information can be obtained from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Sharing of Nude and Semi Nude Images

What do we mean by sharing nudes and semi-nudes?

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident comes to your attention

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

Do not delete the imagery or ask the young person to delete it.

Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

For further information

Download the full guidance, [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UKCIS, 2020)

London Grid for Learning-collection of advice - Various information and resources dealing with the sharing of nudes and semi-nudes.