

# Dorothy Goodman School (DGS) Child Protection & Safeguarding Policy - full

All staff **MUST** read Part one of the DFE Statutory guidance for schools & colleges: [Keeping children safe in education 2024](#) and Annex A within KCSIE for staff who do not work directly with children

This policy is based upon the DFE Statutory guidance for schools & colleges: [Keeping children safe in education](#)  
There is also a summary document for all staff.

There is a quick reference [summary policy](#) also available for ALL staff also Annex 5 of this full policy

Approved by: Chris White

Date: 01/09/2024

Next review due by: 31/08/2025

# Important contacts

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First Response Children's Duty Team	24/7	0116 305 0005 <a href="mailto:childrensduty@leics.gov.uk">childrensduty@leics.gov.uk</a>
First Response	Professional consultation	0116 305 5500
LADO Local Authority Designated Officers Leicestershire	LADO  Out of hours call duty	0116 305 4141 <a href="mailto:cfs-lado@leics.gov.uk">cfs-lado@leics.gov.uk</a>  0116 305 0005
Early Help		<a href="mailto:earlyhelpreferrals@leics.gov.uk">earlyhelpreferrals@leics.gov.uk</a>
CCE/CSE Consultation line		0116 305 9521 <a href="mailto:CSE.duty.team@leics.gov.uk">CSE.duty.team@leics.gov.uk</a>
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Chair of Trustees	Chris White	<a href="mailto:Chris.white12@outlook.com">Chris.white12@outlook.com</a>
Channel referral	Extremism/radicalisation	101 <a href="mailto:Prevent.team@leicestershire.pnn.police.uk">Prevent.team@leicestershire.pnn.police.uk</a>

CAIU desk	Child abuse investigation unit	0116 2485 500 or 101
Operation encompass	Psychological Helpline	0245 139990
LPT FII/PP	Named nurse	07778 458260
FREEVA	Free from violence & abuse	0808 802 002

# Contents

<b>1. Aims</b>	<b>6</b>
<b>2. Legislation and statutory guidance</b>	<b>6</b>
<b>3. Definitions</b>	<b>7</b>
<b>4. Equality statement</b>	<b>8</b>
<b>5. Roles and responsibilities</b>	<b>9</b>
5.1 All staff	9
5.2 The designated safeguarding lead (DSL)	10
<b>5.3 The Trustees &amp; Local Governing Committee</b>	<b>11</b>
5.4 The Executive headteacher	12
5.5 The CEO	13
5.6 IT Lead	13
<b>6. Confidentiality</b>	<b>13</b>
<b>7. Recognising abuse and taking action</b>	<b>14</b>
7.1 If a child is suffering or likely to suffer harm, or in immediate danger	14
7.2 If a child makes a disclosure to you	15
7.3 If you discover that FGM has taken place or a pupil is at risk of FGM	15
7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)	16
7.5 If you have concerns about extremism	17
7.6 If you have concerns about mental health	18
7.7 Concerns about a child being taken out of school	18
<b>Figure 1:</b>	<b>19</b>
7.8 Concerns about a staff member, adult working in school, visiting professional, transport or volunteer	20
7.9 Allegations of abuse made against other pupils (child on child)	20
7.10 Sharing of nude and semi-nude images	21
7.11 Remote & online learning	24
<b>8. Notifying parents</b>	<b>24</b>
<b>9. Pupils with special educational needs and disabilities</b>	<b>25</b>
<b>10. Pupils with a social worker</b>	<b>25</b>
<b>11. Looked-after and previously looked-after children</b>	<b>26</b>
<b>12. Mobile phones and cameras</b>	<b>26</b>
<b>13. School provided devices</b>	<b>27</b>
<b>14. Complaints and concerns about school safeguarding policies</b>	<b>27</b>
14.1 Complaints against staff	27
14.2 Other complaints	27
14.3 Whistle-blowing	28
<b>15. Record-keeping</b>	<b>28</b>
<b>16. Training</b>	<b>28</b>
16.1 All staff	29
16.2 The DSL and DDSLs	29
16.3 Trustees and Governors	29

16.4 Recruitment – interview panels	29
16.5 Staff who have contact with pupils and families	30
<b>17. Monitoring arrangements</b>	<b>30</b>
<b>18. Links with other policies</b>	<b>30</b>
Appendix 2: Safer recruitment and DBS checks – policy and procedures	33
Agency and third-party staff	33
Contractors	33
Trainee/student teachers	34
Volunteers	34
Trustees, Members and Local Governing Committee	34
Staff working in alternative provision settings	35
Adults who supervise pupils on work experience	35
Monitoring and Evaluation of the SCR	35
Appendix 3: Safeguarding concerns and allegations made about staff, including supply teachers, visiting professionals, volunteers and contractors	37
Definitions for outcomes of allegation investigations	38
Specific actions	41
2. Allegation/concerns that do not meet the harms threshold (low level concerns)	43
These are referred to for the purposes of this policy as ‘low level concerns’.	43
Appendix 4: specific safeguarding issues	44
Domestic abuse	47
Forced marriage	49
Preventing radicalisation	50
Checking the identity and suitability of visitors	51
Non-collection of children	52
Missing pupils	52
Child on child sexual violence & sexual harassment	52
<b>Appendix 5 Summary document</b>	<b>54</b>
Designated safeguarding leads (DSL)	55
Responsibility of all school staff	55
Any staff member or adult working within our school	55
All school staff and any adult working with children within our school	56
Accessing web based data away from school	56
<b>Actions staff need to take when there is a Cause for concern</b>	<b>57</b>
Types & Signs of abuse & neglect	58
Specific safeguarding issues	62

# 1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- Staff recognise that children and young people may not feel ready or know how to tell someone they are being abused

## About this policy

This document contains information on what Dorothy Goodman School (DGS) will do in line with the relevant statutory guidance. It explains when the advice set out should be followed unless there is good reason not to and complies with the legal duties set out in the statutory guidance with which schools and colleges must comply in order to keep children safe. The statutory guidance deems a child up to the age of 18 within DGS we treat our 19 year olds in a similar way as our 3-18 year olds in line with legislation for vulnerable adults.

# 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance

[Keeping Children Safe in Education \(2024\)](#)

[Working Together to Safeguard Children \(2023\)](#)

The policy also complies with the following advice and guidance ,

Departmental advice [What to do if you are Worried a Child is Being Abused](#)

It also complies with the [Academy trust governance guide](#)

We comply with this guidance and the arrangements agreed and published by our [3 local safeguarding partners](#). Some of our pupils are from adjacent local authorities for example Warwickshire and we comply with their arrangements where this is the case.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Human Rights Act 1998](#)
- [Equality Act 2010, \(including the Public Sector Equality Duty\)](#)

- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 and subsequent amendments), which provides a framework for the care and protection of children
- Data Protection Act 2018 and the UK GDPR
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974 (\*and subsequent amendments), which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage updated in 2024.
- This policy complies with our funding agreement and articles of association.
- We comply with the local safeguarding arrangements - Leicestershire & Rutland Safeguarding Partnership (LRSP)

We comply with any other relevant legislation.

### 3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental or physical or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm and includes peer on peer abuse. [Appendix 1](#) explains the different types of abuse.

**Neglect** is a form of abuse and 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. [Appendix 1](#) defines neglect in more detail.

**Exploitation** is the deliberate manipulation or abuse of power used to have control over another person, usually for some form of gain. For example someone or a group of people tricks or misleads a child into doing things for them that are not right; maybe criminally or sexually.

**Sexting/sharing nudes or semi nudes** (also known as youth produced sexual imagery 'dick pics' or 'pics') is the sharing of sexual imagery (photos or videos) by children NB Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual **is illegal and abusive**. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos. Adults sharing nudes or semi-nudes of under 18-year olds is a form of child sexual abuse and must be referred to the police as a matter of urgency.

**Children** includes everyone under the age of 18 within DGS we treat our 19 year olds in a similar way as our 3-18 year olds in line with legislation for vulnerable adults. However contact needs to be with adult services.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (ICBs) for an area within the LA
- The chief officer of police for a police area in the LA area

## 4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

All our pupils have special educational needs (SEN) or disabilities (see section 9) and in addition we give special consideration to children who:

- Have a mental health need
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines



- Are at risk of being radicalised or exploited
- Have English as an additional language
- Are known to be living in family circumstances presenting challenges – for example, temporary accommodation or where there are issues such as substance abuse adult mental health issues or domestic abuse
- Have a parent or carer in custody, or is affected by parental offending
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are misusing alcohol or other drugs or at risk of doing so due to associationsn
- Are asylum seekers
- 
- Are looked after or previously looked after

## 5. Roles and responsibilities

**Safeguarding and child protection is everyone's responsibility.** This policy applies to all staff, volunteers, trustees and governors in Open Thinking Partnership (OTP) and our schools. It is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school, pupils at alternative provision, off-site activities and individuals or organisations using our premises.

### 5.1 All staff

All staff will read and understand Part 1 (or Annex A if not working directly with children) of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

Staff must report any concerns straight away preferably on the electronic safeguarding system CPoms but they may use a written 'Cause for concern form' the latter **MUST** be handed in person to one of the one of the following people who are Deputy Designated Safeguarding Leads (DDSL): Jonathan Chandler, Victoria Palmer, Sam Grisewood, Mark Wilson, Julie Rawlings, Louise Leeson, Kate Wood, Sarah Bell, , Danielle Beacall or the DSL Kelly Dryden.

During term time, the DSL and DDSLs are available during school hours for staff to raise any safeguarding concerns. The safeguarding reporting system on CPoms is accessible at all times during school hours, outside school hours and during holidays. This system notifies DSL and DDSLs immediately.

If the DSL or DDSLs are not available, and for some reason the electronic system cannot be used, staff should place the concern in an envelope and hand it to reception explaining it is safeguarding and that it **MUST** be given to a DDSL or the DSL as soon as possible. reception will ensure a DSL or DDSL is informed of this.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Code of conduct, The Working Positively with Pupils Policy (Behaviour) Policy, Whistle blowing policy, the role and identity of the designated safeguarding lead (DSL) and DDSLs, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL and DDSLs, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or if a child tells them they are being abused neglected or exploited, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- Teachers of RSE are given the link to the [one stop information](#) at DFE
- Our filtering and monitoring systems on school devices and their role in supervising what pupils are accessing in school or during school activities as well as ensuring pupils cannot access adult logins or passwords.
- The importance of tracking attendance and recognising that pupils being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.
- The importance of high quality teaching and support of the safety aspects of our curriculum including safe behaviour online and use of social media
- That there are additional adults in school who work with DSLs to support children and families. These people have had appropriate training.

[Section 12 & 13](#) and [appendix 4](#) of this policy outline in more detail how staff are supported to do this.

## 5.2 The designated safeguarding lead (DSL)

Our DSL is Kelly Dryden the Executive headteacher. She takes lead responsibility for child protection and wider safeguarding.

The DSL and DDSLs are given the time, funding, training, resources and support to:

- Respond to any cause for concern that is reported via Cpoms or by a hand written form immediately and take the necessary action
- All actions must be recorded immediately within the CPoms system and if necessary other members of staff may be alerted to the situation

- Provide advice and support to other staff on child welfare and child protection matters
- Ensure pupils' attendance is monitored daily and prolonged or frequent absences are acted upon as a safeguarding concern
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Ensure suitable support is put in place for any pupils involved in any aspect of safeguarding but particularly aware of the need for support for victims and perpetrators of child on child abuse and anyone else who may have witnessed or been involved.
- Know and understand the filtering and monitoring systems used within school and liaise with the IT lead who will report any persistent breaches to the DSLs via Cpoms immediately
- DSLs will receive weekly reports from our Senso monitoring system which will inform their next actions if needed. This system also alerts to any critical breaches as defined by Senso and these will immediately be acted upon and safeguarding procedures followed.

The DSL (Kelly Dryden) will also liaise with local authority case managers and designated officers for child protection concerns as appropriate or will delegate this to a DDSL.

The full responsibilities of the DSL and DDSLs are part of their job descriptions.

## 5.3 The Trustees & Local Governing Committee

The Open Thinking Partnership Trustees have a responsibility to ensure policies, procedures and training in their schools are effective and comply with the law at all times. They will do this by:

- Approving this policy at each review, ensure it complies with the law and hold the CEO and the Executive headteacher to account for its implementation.
- Receive an update of DSL and all staff training across the schools and where any is outstanding
- Ensuring all trustees and governors have safeguarding training as part of their induction and updated training which will occur at least annually or whenever there are any significant changes to legislation or procedures

- Ensuring all procedure and practice complies with the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and our local multi-agency safeguarding arrangements.
- Ensuring filtering and monitoring is in place within all our schools and that it meets the necessary standards.
- Ensuring all our cloud and IT systems comply with the recommended Cyber security standards for schools
- Appointing a senior board level Trustee to monitor the effectiveness of this policy in conjunction with the local governing committee. This is always a different person from the DSL.

The CEO or Chair of the Trustees will act as the ‘case manager’ in the event that an allegation of abuse is made against the Executive headteacher, where appropriate (see [appendix 3](#)). The chair of OTP Trustees will act as the ‘case manager’ in the event that an allegation of abuse is made against the CEO.

All governors and Trustees will read Keeping Children Safe in Education.

[Section 16](#) has information on how local governors are supported to fulfil their role.

## 5.4 The Executive headteacher

The Executive headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL and DDSs have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see [appendix 3](#))
- Ensuring the relevant staffing ratios are met, where applicable
- Ensure the curriculum targets safeguarding aligned to key areas of need locally & nationally
- Making sure each child in the Early Years Foundation Stage is assigned a key person

## 5.5 The CEO

The CEO is responsible for ensuring all schools are compliant with this policy and:

- have a well trained DSL with corresponding job description
- have the necessary number of trained DDSLs with corresponding job descriptions
- ensure all staff are trained in safeguarding our pupils including filtering and monitoring of online activities
- ensure the IT lead maintains cyber security in line with standards for schools and multi academy trusts
- have effective reporting and accurate record keeping systems for safeguarding
- ensure all adults working in the school have been cleared at a suitable level for their role and are recorded in the single central register (SCR)

ensure IT lead reports any breaches to the Trustees and that suitable resolutions are put in place.

## 5.6 IT Lead

The OTP IT lead is responsible for:

- ensuring the filtering and monitoring systems within our schools are in line with the current standards
- sharing information immediately via Cpoms with DSLs when the systems identify a significant breach
- ensuring all our cloud and IT systems comply with the recommended Cyber security standards for schools
- responding in a timely way to DSL requests for IT actions to be taken to safeguard particular pupils
- reporting any breaches and security issues to the Trustees on a termly basis unless exceptional when this will be acted upon immediately
- liaise with our partner schools or alternative providers where bases are located or where our children attend
- support the CEO, Trustees, Local governing committee and headteacher to review the effectiveness of filtering and monitoring system on no less than an annual basis

## 6. Confidentiality

We share information as required to safeguard children and vulnerable adults. All staff must comply with our [OTP Data protection policy](#)

At DGS we recognise that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The [Data Protection Act \(DPA\) 2018](#) and the [UK General Data Protection Regulation \(UK GDPR\)](#) do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. If staff are in any doubt about sharing information, they should speak to the DSL or a DDSL
- Confidentiality is also addressed in this policy with respect to record-keeping in [section 15](#), and allegations of abuse against staff in [appendix 3](#)

## 7. Recognising abuse and taking action

Staff, any adults working within school, volunteers, Trustees and local governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean DSL or DDSL.

### 7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Staff **must report any concerns straight away** if at all possible on the DGS CPoms system but can use a written 'Cause for concern form' (if the electronic system is unavailable) the latter **MUST** be handed in person to a Deputy Designated Safeguarding Leads or the DSL Kelly Dryden.

**Or make a direct referral** to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL or deputy (see section 5.2) as soon as possible if you make a referral directly.

- If you are **concerned that a child is suffering significant harm** and is in imminent danger you should **contact the Police immediately for an emergency response.**
- If you suspect that a child **has suffered or is likely to suffer significant harm, refer this immediately by telephone to children's social care on 0116 305 0005.** The child may

have made a disclosure, presents with an injury causing suspicion, or may be in a situation that has escalated so much that the child could be in danger.

Referrals are made using the Multi-Agency Referral Form (MARF) [MARF for Leicestershire](#). If a phone call is made due to the urgency of referral a written referral of the information shared must be submitted using the MARF within 24 hours.

Please note if the child you are concerned about is a child who lives in a local authority other than Rutland, Leicestershire or Leicester City you will need to use the gov.uk to gain the correct number. More information and ensuring you are accessing the correct partnership papers can be gained from this link <https://www.gov.uk/report-child-abuse-to-local-council>

Please note if the child you are concerned about is a child who lives in a local authority other than Rutland, Leicestershire or Leicester City you will need to use the gov.uk to gain the correct number.

## **7.2 If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions (this includes when they report child on child abuse)
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words onto Cpoms. Stick to the facts, and do not put your own judgement on it
- If you have to write on paper it must be Signed and dated and hand it to the DSL or a Deputy DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

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.

## **7.3 If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.



Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in [appendix 4](#).

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. You must ring the non-emergency 101 number within 48 hours. You should make a note of your actions and record the police reference number as evidence that you have complied with the duty. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL or DDSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18 or a vulnerable adult** must report it via Cpoms to the DSL or DDSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **age 18 or over** appears to have been a victim of FGM must report it via Cpoms to the DSL or DDSL and follow our local safeguarding procedures. Contact social services or the police as explained in section 7.1.

## **7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

[Figure 1](#) illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, report it via CPoms (or using paper version) to a DSL they will decide on a course of action.

If in exceptional circumstances a DSL or a DDSL is not available, this should not delay appropriate action being taken. Take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

### **Early help**

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.



Any professional or practitioner wanting to make a request for service to Leicestershire County Council Early Help or Social Care should complete the online MARF [MARF for Leicestershire](#). To help you make a decision about this there is a threshold document on this link. Your DSL and deputies use this to make their decisions about action to take [threshold document](#) more information is available on Leicestershire website for [Early help](#)

## Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL or deputy will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL or deputy as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or DDSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or DDSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

## 7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible report it to the DSLs via Cpoms (Paper if Cpoms not available). They will decide on a course of action.

If in exceptional circumstances the DSL or a DDSL is not available, this should not delay appropriate action being taken. Seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL/DDSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated [website](#) Report Extremism in Education telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

## 7.6 If you have concerns about mental health

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.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. The senior team monitor incidents to ensure they are alert to any increases or changes in pattern.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern please discuss with the onsite leader who will support with next steps. Mark Wilson (Head of School) and Julie Rawlings (Assistant Headteacher) are trained mental health senior leaders.

If you require more information please refer to the Department of Education Guidance [mental health and behaviour in schools](#)

## 7.7 Concerns about a child being taken out of school

In line with legislation Education (Pupil Registration) (England) Regulations 2006 were amended 2016 we always inform the local authority where a child lives if we are to delete a child from our admission register i.e. when a child is taken off roll.

Where a parent/carers has expressed their intention to remove a child from our school with a view to educating them at home, we will work with other key professionals 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 is vulnerable, and/or has a social worker.

## Figure 1:

Procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger) (Note –if the DSL or DDSL is unavailable, DO NOT delay action. See section 7.4 for what to do.)



- In cases which also involve an allegation of abuse against a member of staff the cause for concern MUST be logged on Staff Safe (only Kelly Dryden & JanetThompson can see these) or a handwritten version MUST be given to Kelly Dryden (Executive headteacher) immediately. If the concern involves Kelly Dryden you MUST contact the CEO [Janet Thompson](#) or on [janet.thompson@theotp.org](mailto:janet.thompson@theotp.org) or the chair of or the Chair of Trustees Chris White on [chris.white12@outlook.com](mailto:chris.white12@outlook.com)
- Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, and early help inter-agency assessment should be arranged. Chapter 1 of [Working together to safeguard children](#) provides detailed guidance on the early help process.

- Referrals should follow the local authority's referral process. Chapter 1 of [Working together to safeguard children](#).
- Under the Children's Act 1989, local authorities are required to provide services for children in need for safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments if children are at risk of significant harm. Full details are in Chapter 1 of [Working together to safeguard children](#)
- This could include applying for an Emergency Protection Order (EPO)
- Further information about calling the police is available on these links [Working Together to Safeguard Children](#) or NPCC - [When to call the police](#).

## 7.8 Concerns about a staff member, adult working in school, visiting professional, transport or volunteer

If you have concerns about an adult working within the school or providing home to school transport or an allegation is made about an adult working in school or providing home to school transport posing a risk of harm to children, log the concern on Staff Safe version of Cpoms or on a Cause for concern form given by hand direct to the Executive headteacher (Kelly Dryden - only she can see these). If the concern involves Kelly Dryden you can also place on Staff Safe (only CEO Janet Thompson can see this) or you MUST contact the CEO Janet Thompson on [janet.thompson@theotp.org](mailto:janet.thompson@theotp.org) or if it is about Janet Thompson contact the chair of Trustees immediately - Chris White [chris.white12@outlook.com](mailto:chris.white12@outlook.com) (for more information see [Appendix3](#)).

The Executive headteacher, CEO or Chair of Trustees will then follow the procedures set out in [appendix 3](#), if appropriate. Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

## 7.9 Allegations of abuse made against other pupils (child on child)

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school's Working Positively with Pupils Policy (behaviour) Policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a child makes an allegation of abuse against another child:

- You must record the allegation and report it via Cpoms to the DSL or DDSL, but **do not** investigate it. This includes incidents that have occurred outside the school or online
- The DDSL or DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DDSL or DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DDSL or DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of child on child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different gender identities – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring we work with any possible perpetrators as well as victims to understand appropriate social contexts as many of our pupils struggle with understanding social situations
- Ensuring pupils know they can communicate/talk to intervention or class staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

### 7.10 Sharing of nude and semi-nude images

This is based on guidance from the UK Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#). The term 'sharing nudes and semi-nudes' - the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

Whilst children and young people creating and sharing images can be risky, it is often the result of their natural curiosity about sex and their exploration of relationships. Therefore, engaging in the taking or sharing of nudes and semi-nudes may not always be 'harmful' to all children and

young people. Situations should be considered on a case by case context, considering what is known about the children and young people involved and if there is an immediate risk of harm. Often, children and young people need education and support for example, on identifying healthy and unhealthy behaviours within relationships and understanding consent and how to give it. Safeguarding action will also be required in cases where there is risk of harm. Adults sharing nudes or semi-nudes of under 18-year olds is a form of child sexual abuse and must be referred to the police as a matter of urgency.

At DGS in this situation due to the vulnerability of our pupils in relation to their learning difficulties and or disabilities we usually make a referral to the police and/or children's social care. Further information about calling the police is available on these links [Working Together to Safeguard Children](#) or NPCC- [When to call the police](#).

### Your responsibilities when responding to an incident

If you are made aware of an incident involving nude or semi-nude images/sexting (also known as 'youth produced sexual imagery', 'pics' and 'dick pics'), Report it to your DSL or DDSL via CPoms.

- **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** 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).

### Initial review meeting

Following a report of an incident, the DSL or DDSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response

- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL or DDSL will make an immediate referral to police and/or children's social care if:

- 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)
- What the DSL or DDSL knows about 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 or an older pupils without mental capacity of a 13 year old
- The DSL or DDSL has reason to believe a pupil 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)

### Further review by the DSL

If following the initial review stage and referral to police and/or children's social care the advice is to investigate further, the DSL or DDSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

### Informing parents

The DSL or DDSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### Referring to the police

Referring an incident to the police will be done through our local police community support officer or by dialling 101 and due to the vulnerability of our pupils will usually involve a referral to [Child Exploitation and Online Protection](#)

### Recording incidents

All sharing of nudes & seminudes / sexting incidents and the decisions made in responding to them will be recorded on Cpoms. The record-keeping arrangements set out in [section 15](#) of this policy also apply.



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## Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our PSHE education and online safety programmes. Teaching covers the following in relation to the sending or posting of nude or semi-nude images the sending or posting of nude or semi-nude images where a pupil has the necessary level of understanding, adaptations are made for those who do not:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
  - Specific requests or pressure to provide (or forward) such images
  - The receipt of such images
- The actions which the school will take about sharing nude or semi nude images/sexting is also shared with pupils at their appropriate level of understanding so they are aware of what will happen in the event of an incident.

### 7.11 Remote & online learning

Our [Remote learning policy](#) takes into account the additional risk our pupils face when learning remotely both online and offline. The necessary security and safeguarding are outlined in the policy.

In addition we train staff to be aware of the dangers of pupils' online behaviours. We make staff and pupils aware of the dangers of online behaviours including: accessing illegal or inappropriate online content; communication with others either self initiated or responding to contacts and the dangers these may present; their own personal conduct explaining the dangers of behaving inappropriately online and commercial risks of being persuaded by advertising into gambling or purchasing or giving money away for example from text requests.

## 8. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL or DDSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.



If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

We will provide parents/carers with regular advice and useful websites to help them keep their children safe online and the use of social media.

## 9. Pupils with special educational needs and disabilities

We recognise that all our pupils due to their special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, coercion or persuasion, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Susceptibility to grooming

This is not an exhaustive list. We adapt all our processes to the needs and levels of understanding of the individual. It is part of our pastoral and support system in all aspects of our school.

Additional support is available from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). [SENDIASS](#) offer information, advice and support for parents and carers of children and young people with SEND.
- [Mencap](#)
- [Council for disabled children](#)
- [National Autistic Society](#)
- [ICan](#)

## 10. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

## 11. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Jonathan Chandler and Julie Rawlings who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after & previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

## 12. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain locked away in their bags or cupboards during contact time with pupils. If they are needed for a personal reason the member of staff should get permission from a member of the

SLT. This also applies to visitors, so if you see any visitor/s in the school using a mobile phone, please ask them to stop and put it away as this is a Safeguarding issue.

Staff will not take pictures or recordings of pupils on their personal phones or cameras. SLT may ask to see any images on either your phone or any visitor's phone.

All visitors to the school are also required to comply with this procedure.

We will follow [Data Protection, Privacy and Electronic Communications \(Amendments etc\) \(EU Exit\) Regulations 2020](#)) and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

## 13. School provided devices

Our school provides employees with devices which enable them to take photographs to evidence learning. Any member of staff who has access to a device will have completed the necessary safeguarding training and data protection training.

These devices remain school property and must be used inline with OTP policies. No images should be shared with any third party without first checking permissions granted by parents/carers or the person themselves if over 14 and with mental capacity.

Senior team members will be offered the use of a work phone which complies with our monitoring and safeguarding.

Some pupils have access to pay as you go phones for school activities, these are for identified emergencies and part of the young person's plans. Operation complies with our safeguarding and security approaches.

## 14. Complaints and concerns about school safeguarding policies

### 14.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see [appendix 3](#)).

### 14.2 Other complaints

As part of OTP the school has a separate complaints policy and grievance policy for staff which includes aspects of safeguarding. These policies can be found here [Complaints policy](#) and [Grievance Policy](#)

For more information refer to the staff intranet

### 14.3 Whistle-blowing

As part of OTP the school has a separate whistle blowing policy which can be found via this link [Whistle Blowing Policy](#)

## 15. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded within our Cpoms electronic system. If you are in any doubt about whether to record something, discuss it with the DSL or DDSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely. We hold safeguarding information electronically, systems have the necessary security arrangements so that the information is only available to those who have a right or professional need to see it.

If we use paper because Cpoms is unavailable we keep it secure and once back at school use locked cupboards within a room where either DDSL or DSLs are present or the room is locked. The paperwork is then scanned by a DDSL onto Cpoms or Staff safe and then destroyed securely.

Information is shared with other professionals whose identity has been assured when there are safeguarding concerns or when parents and/or the young person if they have capacity have agreed to this.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school. All records will be destroyed once the young person has reached the age of 25.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL or DDSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

[Appendix 2](#) sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks.

[Appendix 3](#) sets out our policy on record-keeping with respect to allegations of abuse made against staff.

## 16. Training

### 16.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and February 2022 [Guidance for safer working practice](#), to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least half termly.

Contractors, visiting professionals, visitors and volunteers who work when pupils are present will also receive safeguarding training.

### 16.2 The DSL and DDSLs

The DSL and DDSLs will undertake child protection and safeguarding training for DSLs at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### 16.3 Trustees and Governors

Recruitment of Trustees and governors will comply with safer recruitment checks.

All Trustees and governors receive induction training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. This is updated at least annually.

The chair of Trustees may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Executive headteacher or CEO, they receive training in managing allegations for this purpose.

At least two Trustees will have up to date training in safer recruitment.

### 16.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. For roles working directly with children and young people the DSL or a DDSL is part of the interview panel.

### 16.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have opportunities which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## 17. Monitoring arrangements

This policy will be reviewed **annually** by the CEO and DSL. At every review, it will be reviewed by the Local governing committee and approved by the Trustees of OTP.

## 18. Links with other policies

At DGS we review our Staff Intranet annually. This is significant in relation to conduct and safeguarding. Information within these is further explained in full policies.

This policy links to the following policies and procedures:

Working Positively with Pupils Policy (Behaviour)

[Staff \[behaviour/code of conduct\]](#)

[Complaints](#)

Health and safety

Attendance

[Online safety Policy](#)

[Equality](#)

[Relationship & sex education School version](#)

First aid - part of Health and safety policy

Curriculum (refer to long term plans)

[Data protection policy](#) and Privacy notices

[Whistle Blowing Policy](#)

Online safety policy found on the Staff Intranet, this includes acceptable use policy.

**The following appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**

## Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

**Physical abuse** 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** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.
- Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



## Appendix 2: Safer recruitment and DBS checks – policy and procedures

[Please refer to the OTP Safer Recruitment Process.](#)

Safer recruitment starts at the advertising stage when we will ensure it is clear if roles are part of regulated activity and therefore exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

We will not accept a CV only, on application and will require candidates to fully complete a school application form. This includes a requirement for a self-declaration of their criminal record or information that would make them unsuitable to work with children. **For further details please refer to the Safer recruitment policy linked above.**

### Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

The record of the checks undertaken will be recorded on the single central register.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. We will also ensure any liability cover is compliant with OTP financial administration & control policy. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

## **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

## **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

## **Trustees, Members and Local Governing Committee**

All local governors, trustees and members will have an enhanced DBS check without barred list information.

The chair of the board will have their DBS check countersigned by the Secretary of State.

All trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

## **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

## **Adults who supervise pupils on work experience**

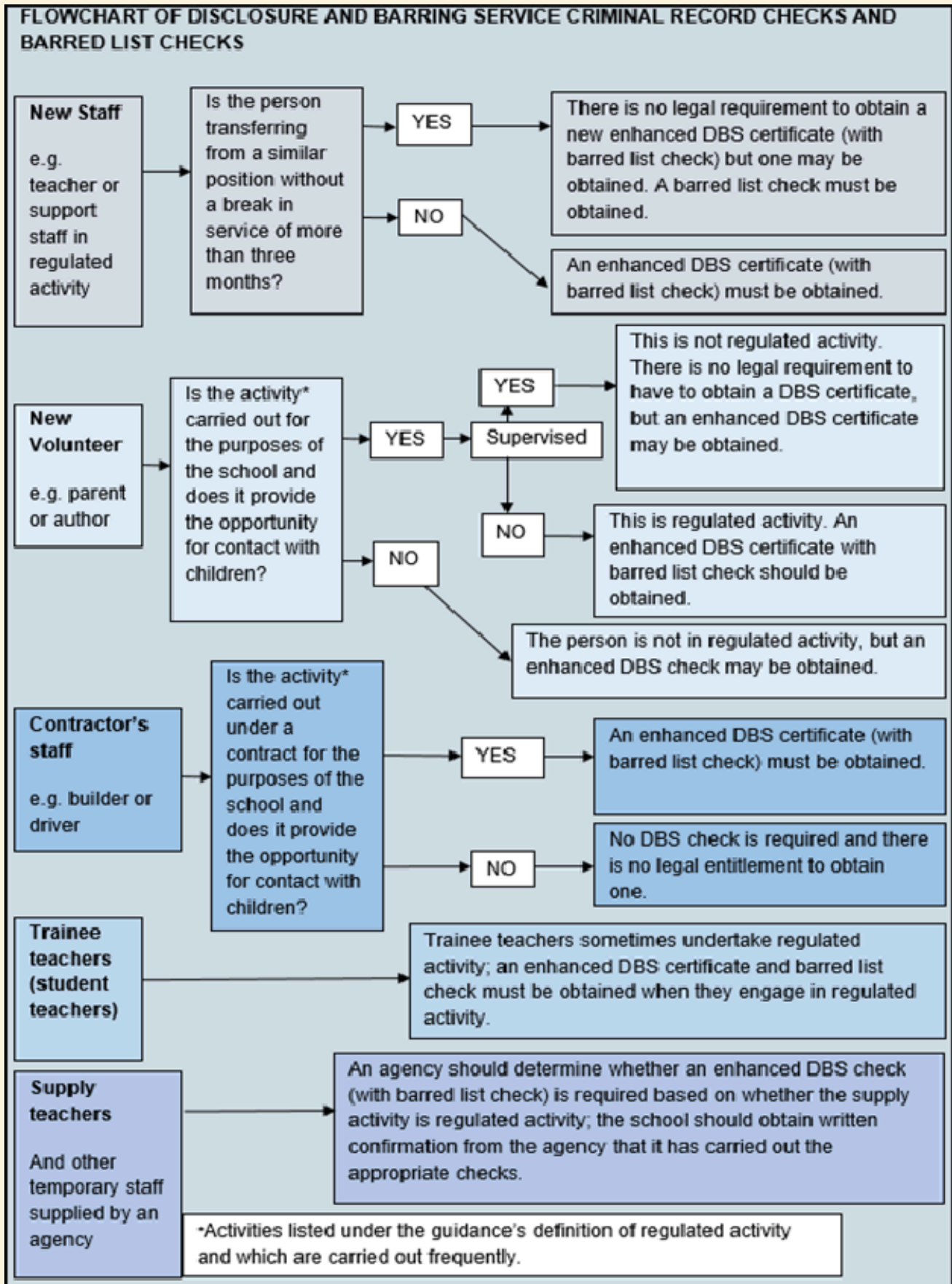
When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## **Monitoring and Evaluation of the SCR**

The CEO will receive alerts when items are outstanding and will ask recruitment administration staff to take action accordingly. The CEO will also sample records at least twice per term. A Trustee assigned by the board will also sample records for checking three times per academic year.

Any discrepancies will be reported at board level and the necessary actions agreed.



## Appendix 3: Safeguarding concerns and allegations made about staff, including supply teachers, visiting professionals, volunteers and contractors

This part of our policy has two sections covering the two levels of allegation/concern:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold

### 1. Allegations that may meet the harms threshold.

This section of this policy applies to all cases in which it is alleged that an adult working with children within our school or during school activities has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Not acted to protect a child from harm from another child or adult

It applies **regardless of whether the alleged** abuse took place in the school or outside school. It also applies to all organisations or individuals using our school premises. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against an adult working with children within our school or during school activities very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

We will refer all these cases to the LADO.

### Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the academy trust

### Definitions for outcomes of allegation investigations

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

### Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the LADO designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are



involved, the case manager will only share such information with the individual as has been agreed with those agencies

- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

### Supporting the adult against whom there is an allegation

- Inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary

- Provide effective support including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Advise the individual to contact their trade union representative, or a colleague for support
- Make it clear that they cannot discuss the allegation with anyone at work other than their chosen support colleague but not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence
- We will provide information about other organisations who can provide support and offer access to Smart Clinic from where they can access counselling.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the governing board will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

The case manager will not be the investigating officer when this is required the investigating officer will be allocated according to seniority and qualification (eg DDSL).

## Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 2 weeks
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 5 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

## Specific actions

### Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

### Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case



manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Where OTP determines to dismiss or cease to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, we will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). [Teaching Regulation Agency](#).

## Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

## Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

## Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

## Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved

- Notes of any action taken and decisions reached (and justification for these, as stated above)
- a copy provided to the person concerned, where agreed by local authority children's social care or the police, and
- a declaration on whether the information will be referred to in any future reference.

If an allegation or concern is **not** found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

## References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious. Substantiated safeguarding allegations meeting the harm threshold will be included in references.

## Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the LADO local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

## **2. Allegation/concerns that do not meet the harms threshold (low level concerns)**

These are referred to for the purposes of this policy as 'low level concerns'.

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 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 could include:

- 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
- using physical intervention too keenly.

These **MUST** still be reported via Staff Safe part of Cpoms and not discussed with any other member of staff or the member of staff themselves

Staff are also encouraged to self refer if they feel they have been put in a position which could be misinterpreted or they have mistakenly or inadvertently not followed the school code of conduct

The Executive headteacher and CEO review the low level concerns on a regular basis to identify any potential patterns of concerning, problematic or inappropriate behaviour.

Where a pattern of such behaviour is identified, the headteacher or CEO will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harm threshold, it will be referred to the LADO.

The headteacher or CEO will seek advice from the LADO where they are unsure if a pattern meets the threshold of harm.

## Appendix 4: specific safeguarding issues

### Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence - first day calling and follow up and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

We will also record CME data and submit this to the local authority regularly as requested.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### Child-on-child abuse

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;

For further information about sexual violence or further information about sexual harassment see see Part 5 in KCSIE .

- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions

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

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

## Child sexual exploitation

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

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will report this to the DSL or DDSL. The DSL or DDSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

[For more information access this link](#)

## Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

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.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#).

The DSL will provide support according to the child's needs and update records about their circumstances.

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL or DDSL will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## So-called 'honour-based' violence (including FGM and forced marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL or DDSL, who will activate local safeguarding procedures.

## FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM



- Having limited level of integration within UK society
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

## Forced marriage

[Government guidance found on this link](#)

Forcing a person into marriage is a crime. 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.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL or DDSL.

The DSL or DDSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

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

## Preventing radicalisation

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism.

**Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

**Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL or DDSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist

views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

### **Non-collection of children**

If a child is not collected at the end of the session/day, we will:

- Attempt to contact each emergency contact in turn to verify the situation
- If this is unsuccessful we will contact social care after 45 minutes if no contact has been made
- The DSL or DDSL will ensure they or a more familiar member of staff at the school remains with the pupil and reassure them by offering suitable activities.

### **Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing from school please refer to our [absconding policy](#)

If a child (who travels independently) goes missing on the way to or from school we will support parents to inform the necessary services and where we can will help to ascertain from their friends where they may have gone.

If a child does not arrive at school or home as expected via home school transport we will inform the County transport providers straight away.

All these incidents are recorded securely on our electronic incident system which links to our safeguarding system.

### **Child on child sexual violence & sexual harassment**

DGS will respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school premises, and or online.

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

DGS promotes the view with all staff working with children of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Any report of sexual violence or sexual harassment will be taken seriously. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. It is important to note that children may not find it easy to tell staff about their abuse

verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

The school's or college's initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will progress and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children;

- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. We will follow general safeguarding principles as set out throughout this policy and in line with KCSIE 2023. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

## Appendix 5 Summary document

(This is printed separately for staff to retain a copy as well as having access to the full policy)

# Dorothy Goodman School

## Child Protection - Summary of Safeguarding Policy

This summary is for quick reference.

All staff **MUST** read Part one of the DFE Statutory guidance for schools & colleges: [Keeping children safe in education 2023](#)

Those with specific responsibilities around safeguarding & recruitment should read the full Safeguarding Policy.

This summary is based on Dorothy Goodman full policy which in turn is based upon the DFE Statutory guidance for schools & colleges: Keeping children safe in education

## Contents

[Designated safeguarding leads](#)

[Responsibility of all school staff](#)

[Actions staff need to take when there is a Cause for concern](#)

[Types of abuse & neglect](#)

[Specific safeguarding issues](#)

## Child Protection - Summary Safeguarding Information

All staff work as part of a wider safeguarding system for children & vulnerable adults. [Working together to safeguard children.](#)

other useful documentation can be found at [What to do if you are Worried a Child is Being Abused - Advice for Practitioners](#)

1. Safeguarding & promoting the welfare of children is everyone's responsibility. We should consider, at all times, what is in the best interests of the child or vulnerable adult.
2. The term Children includes everyone under the age of 18. At Fusion we include our young people who are aged between 18-19 in a similar way as they are treated as vulnerable adults. Different services may be involved but the principles & actions remain the same.
3. Safeguarding & promoting the welfare of children is defined in this guidance 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 & effective care; & taking action to enable all children to have the best outcomes.

### Designated safeguarding leads (DSL)

Kelly Dryden is the designated safeguarding lead (DSL) and there are 8 Deputy DSLs at The Dorothy Goodman School. Their pictures are up around the school.

### Responsibility of all school staff

All staff should be prepared to identify children who may benefit from Early Help.

### Any staff member or adult working within our school

Anyone who has a concern about a child's welfare should follow the referral processes set out later in this summary.

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## All school staff and any adult working with children within our school

All should be aware of the following policies & systems within Dorothy Goodman School:

- Safeguarding policy (full)
- Staff code of conduct
- School Working Positively with Pupils Policy (behaviour)
- How to raise a concern with the designated safeguarding lead or her assistants DSL.
- Whistle blowing policy

Copies of these policies & a copy of Part 1 (Keeping children safe in education) are made available to staff as part of their induction and are always available on the school intranet.

**All school staff & adults working with our pupils** will receive **safeguarding training** as part of their induction. This training will be updated annually further supported by a range of half termly face to face training, email updates & reminders.

**All school staff & adults working within our school** should be aware of the signs of abuse & neglect so that they are able to identify cases of children who may be in need of help or protection. Staff should be alert to changes in behaviour and incidents which occur outside school as well as within school and consider the context within which such incidents and/or behaviours occur. More information is available via: [What to do if you are worried a child is being abused- Advice for practitioners](#) or on the [NSPCC](#) website.

**All school staff & adults working with our pupils** should feel able to raise concerns about poor or unsafe practice & potential failures in the school's safeguarding regime & appropriate whistleblowing procedures are in place for reporting this.

### Accessing web based data away from school

If for a professional reason you need to access information about pupils from our web based systems (including, CPoms, arbor, google docs or perspective) when not in school you **MUST** follow these steps:

1. Only open the information in a secure and private environment
2. Ensure no one who is not part of the school team can see or access the information
3. Ensure you log out fully after accessing the system.

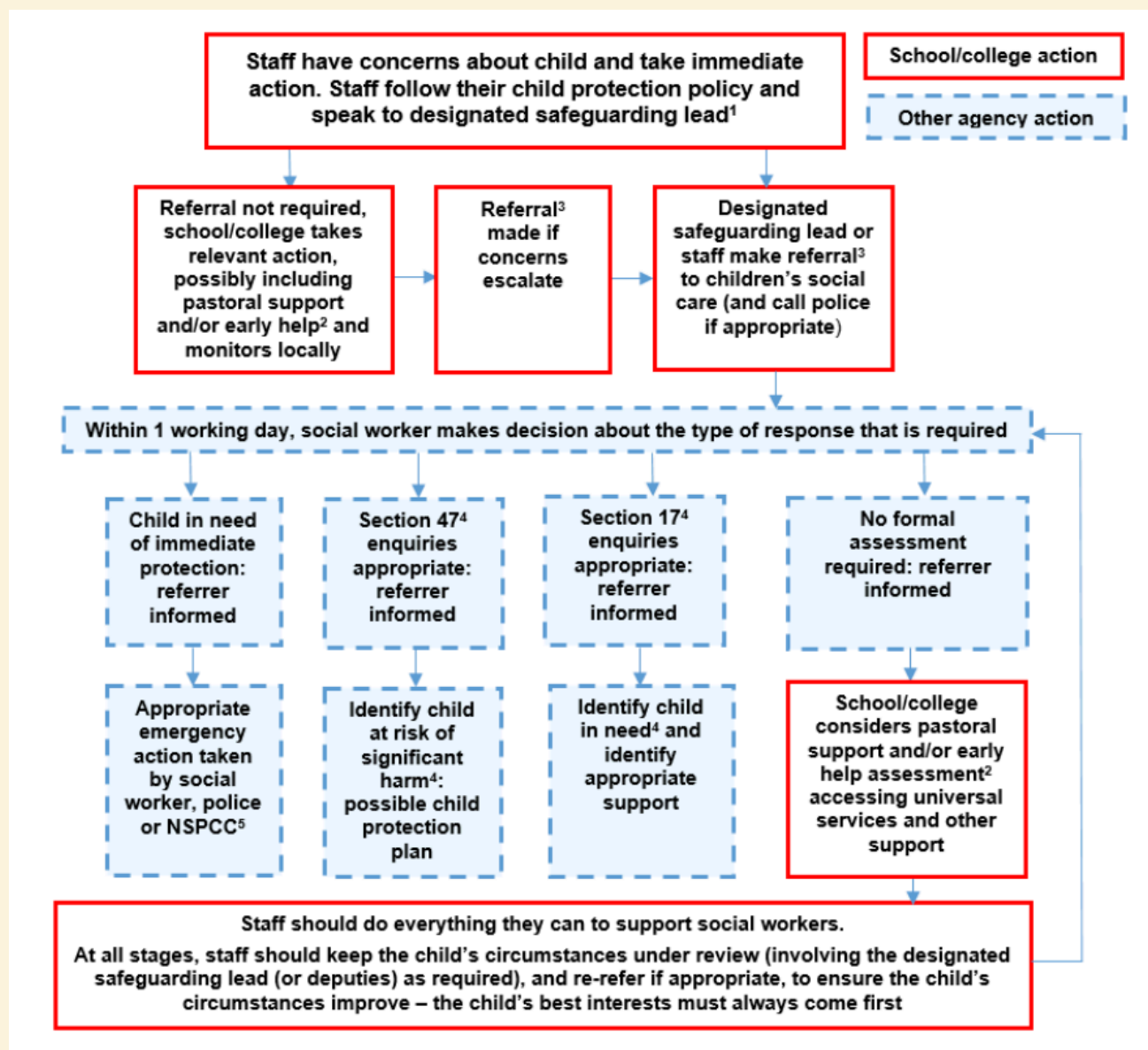
Failure to comply with these steps may result in disciplinary action



# Actions staff need to take when there is a Cause for concern

If you have a concern about a child:

- Complete a cause of concern on the school electronic system Cpoms (only use hand written forms if [CPOMS](#) electronic system is unavailable)
- Write it straight away at the time of the concern being noticed
- If hand written hand it immediately to one of the designated safeguarding leads. If there is not one on site phone an alternative main site. If still there is no one available put the form in an envelope and leave it with a receptionist asking them to contact a safeguarding lead immediately by text or phone call).
- If via CPoms the DSL or DDSL will be immediately alerted that you have submitted a concern
- What happens next ...



- 1) In cases which also involve an allegation of abuse against a member of staff the cause for concern **MUST** be logged on Staff Safe part of CPoms (only Kelly Dryden & JanetThompson can see these) or a handwritten version **MUST** be given to Kelly Dryden (Executive headteacher) immediately. If the concern involves Kelly Dryden you **MUST** contact the CEO [Janet Thompson](#) or on [janet.thompson@theotp.org](mailto:janet.thompson@theotp.org) or the chair of or the Chair of Trustees Chris White on [chris.white12@outlook.com](mailto:chris.white12@outlook.com)
- 2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, and early help inter-agency assessment should be arranged. Chapter 1 of [Working together to safeguard children](#) provides detailed guidance on the early help process.
- 3) Referrals should follow the local authority's referral process. Chapter 1 of [Working together to safeguard children](#).
- 4) Under the Children's Act 1989, local authorities are required to provide services for children in need for safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments if children are at risk of significant harm. Full details are in Chapter 1 of [Working together to safeguard children](#)
- 5) This could include applying for an Emergency Protection Order (EPO)
- 6) Further information about calling the police is available on these links [Working Together to Safeguard Children](#) or NPCC- [When to call the police](#).

## Types & Signs of abuse & neglect

All school staff should be aware that abuse, neglect & safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For detailed descriptions see the full policy:

**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.

**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. Parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### Signs:

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears to be excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression/bullying behaviour
- Over compliant or watchful attitude

- Running away
- Significant change in behaviour without explanation

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe & 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Signs:**

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self harm or mutilation
- Compulsive stealing or scrounging
- Drug/solvent abuse
- Air of detachment
- Social isolation, depression, withdrawal

**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 & 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.

**Signs:**

- Bruises, scratches, burns and bite marks
- Persistent infections in the anal and genital regions
- Sexual awareness inappropriate for the child's age
- Sexually abusive towards other children either younger or more vulnerable
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go certain places
- Aggressiveness, anger, tears and anxiety
- Withdrawal from friends

**Neglect:** the persistent failure to meet a child's basic physical &/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 & shelter (including exclusion from home or abandonment); protect a child from physical & 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.

**Signs:**

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness
- Left in circumstances without appropriate adult supervision which is likely to endanger the child

**Exploitation** is the deliberate manipulation or abuse of power used to have control over another person, usually for some form of gain. For example someone or a group of people tricks or misleads a child into doing things for them that are not right; maybe criminally or sexually.

**Signs:**

- Unexplained gifts
- A significantly older boyfriend or girlfriend
- Staying out late
- Being disengaged from family members
- Being withdrawn
- Spending more time online
- Going missing from home
- Missing education
- Appearing anxious
- Self-harming
- Inappropriate sexual behaviour
- Sexually transmitted infections
- Pregnancy
- Increased anxiety or distress
- Unexplained absences from home or school
- Anxiety or urgency around mobile phone use
- Unexplained money, phone, or clothes
- Drug or alcohol use
- Unexplained injuries or marks

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

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- Causing physical harm;
- Sexual violence and sexual harassment;
- Upskirting
- Sending nudes or semi nudes / Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

## Specific safeguarding issues

All staff should have an awareness of safeguarding issues. Expert & professional organisations are best placed to provide up-to-date guidance & practical support on specific safeguarding issues. For example information for schools can be found on the [TES](#), [MindEd](#) & the [NSPCC](#) websites. School staff can access government guidance as required on the issues listed below via GOV.UK :

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE advice
	<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE advice
	<a href="#">Relationship abuse: disrespect nobody</a>	Home Office website
Bullying	<a href="#">Preventing bullying including cyberbullying</a>	DfE advice
Children and the courts	<a href="#">Advice for 5-11-year olds witnesses in criminal courts</a>	MoJ advice
	<a href="#">Advice for 12-17 year old witnesses in criminal courts</a>	MoJ advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE statutory guidance
	<a href="#">Child missing from home or care</a>	DfE statutory guidance
	<a href="#">Children and adults missing strategy</a>	Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation including County Lines	<a href="#">Multi-agency practice principles for responding to child exploitation and extra-familial harm</a>	DfE, Home Office, the Department for Health, Social Care and the Ministry of Justice

	<a href="#">County Lines: criminal exploitation of children and vulnerable adults</a>	Home Office guidance
	<a href="#">County Lines Toolkit For Professionals</a>	Home Office and The Children's Society
	<a href="#">Child sexual exploitation: guide for practitioners</a>	DfE
	<a href="#">Supporting practice in tackling child sexual abuse</a>	CSA Centre
	<a href="#">Trafficking: safeguarding children</a>	DfE and HO guidance
Drugs	<a href="#">Drugs: advice for schools</a>	DfE and ACPO advice
	<a href="#">Drug strategy 2017</a>	Home Office strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank website
	<a href="#">ADEPIS platform sharing information and resources for schools: covering drug (&amp; alcohol) prevention</a>	Website developed by Mentor UK
Forced Marriage	<a href="#">The right to choose</a>	Home Office/Foregin Office
"Honour Based Violence" (so called)	<a href="#">Female genital mutilation: information and resources</a>	Home Office
	<a href="#">Female genital mutilation: multi agency statutory guidance</a>	DfE, DH, and HO statutory guidance
	<a href="#">Forced marriage: statutory guidance and government advice</a>	Foreign Commonwealth Office and Home Office
Health and Well-being	<a href="#">Fabricated or induced illness: safeguarding children</a>	DfE, Department for Health and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
	<a href="#">Medical-conditions: supporting pupils at school</a>	DfE statutory guidance
	<a href="#">Mental health and behaviour</a>	DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	MHCLG

Online	<a href="#">Sexting: responding to incidents and safeguarding children</a> <a href="https://swgfl.org.uk">https://swgfl.org.uk</a>	UK Council for Child Internet Safety
	<a href="#">'Undressed'</a>	LGFL
	<a href="#">Education for a Connected World</a>	UKCIS
Private fostering	<a href="#">Private fostering: local authorities</a>	DfE - statutory guidance
Radicalisation	<a href="#">Prevent duty guidance</a>	Home Office guidance
	<a href="#">Prevent duty advice for schools</a>	DfE advice
	<a href="#">Educate Against Hate Website</a>	DfE and Home Office
	<a href="#">Channel</a>	Home Office
Upskirting	<a href="#">Upskirting know your rights</a>	Ministry of Justice
Violence - including gangs and youth violence	<a href="#">Gangs and youth violence: for schools and college</a>	Home Office advice
	<a href="#">Ending violence against women and girls 2016-2020 strategy</a>	Home Office strategy
	<a href="#">Violence against women and girls: national statement of expectations for victims</a>	Home Office guidance
	<a href="#">Serious violence strategy</a>	Home Office Strategy