

Wellington School



Honesty

Community

Excellence

Fairness

Endeavour

Safeguarding Policy

Updated: February 2022

Review Date: February 2023



Wellington School



Policy Title	Safeguarding Policy
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<i>Member of SLT Responsible</i>	E Copeland

Amendments	By Whom	Date
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<ul style="list-style-type: none"> Pages 44 & 48 – Additional Appendices F & G - 'Safer Recruitment' & 'Peer on Peer Abuse' 	E Copeland	07/09/21
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<ul style="list-style-type: none"> Page 119 Additional Appendix L - Key Changes to KCSIE 	E Copeland	25/1/22
<ul style="list-style-type: none"> Page 8 New Designated Safeguarding Governor, Mr C Spurling. Mrs L Cooper now Mrs L Jaunbocus-Cooper 	E Copeland	6/2/22

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This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Acts 2002 and 2011.

The policy was revised in August 2015 to reflect the changes in national guidance as a consequence of the publication of revisions to 'Keeping Children Safe in Education' on 22nd July 2015. This guidance became statutory with immediate effect and all schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

This document replaces the model Safeguarding Schools Policy 2014 and should be read in conjunction with 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children' (March 2015).

This policy has also been amended to include advice for practitioners updated by the DfE as follows:

What to do if you're worried a child is being abused, DfE (March 2015)

Information Sharing: Advice for practitioners, DfE (July 2018)

1. INTRODUCTION

- 1.1 This policy has been developed to ensure that all adults in Wellington School are working together to safeguard and promote the welfare of children and young people.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.
- 1.3 The Headteacher or, in his/her absence, the authorised member of staff, Deputy Headteacher, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 The School's staff form part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of Wellington School. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children and should consider at all times what is in the best interests of the child. This policy complements and supports other relevant school and Local Authority policies.
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015', Wellington School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. ETHOS & ENVIRONMENT

- 2.1 The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- 2.2 The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- 2.3 Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- 2.4 Pupils feel valued and are open and confident in their relationships with staff and one another.
- 2.5 Pupil's work is displayed and changed regularly.
- 2.6 Wellington School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.
- 2.7 The environ is welcoming. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop

their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

- 2.8 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

3. PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- There are policies which we use to ensure children receive early help so that they reach their potential in all areas of their development and reduces the likelihood of a referral to children's social care. It includes information on inter-agency thresholds that provides guidance around appropriate assessment, service provision and referral information in relation to level of need.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the Disability Discrimination Act and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaises regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

4. THE CURRICULUM

- A social and emotional learning programme is effectively implemented by all staff and pupils.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming and child sexual exploitation.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

5. KEEPING RECORDS

- 5.1** Wellington School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

Ensuring that all child protection records are kept confidentially on Edukey. Pre-Edukey hard copies are stored securely in the DSL's locked filing cabinet separate from pupil records until the child's 25th birthday, Child Protection information will be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example).

6. ROLES AND RESPONSIBILITIES

6.1 The Headteacher of Wellington School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Safeguarding Lead for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the Designated Safeguarding Lead to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is updated every year.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of, and have an understanding of, the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.

6.2 The Governing Body of the school will ensure that:

- A member of the Governing Body, C Spurling, is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about

safeguarding and will liaise with the Designated Safeguarding Lead member of staff.

- A senior leader has Designated Safeguarding Lead responsibility, E Copeland
- The Deputy Safeguarding Officer is L Jaunbocus-Cooper.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- All staff and volunteers who have regular contact with children and young people receive appropriate training which is up-dated by refresher training every 3 years.
- there is a Safeguarding policy together with a staff behaviour (code of conduct) policy
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- the Designated Safeguarding Lead undertakes interagency training and also undertakes an 'update' course every 2 years
- any weaknesses in Child Protection are remedied immediately
- a member of the Governing Body is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- Safeguarding policies and procedures are reviewed annually and that the Safeguarding policy is available on the school website or by other means
Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website
- the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health (PSHE) and tutor period programmes.

6.3 The Designated Safeguarding Lead has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Safeguarding Lead is a member of the Senior Leadership Team of the school. The Designated Safeguarding Lead will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers and make sure that the Designated Person receives TCSB approved refresher training every three years.

- Ensure that the schools actions are in line with the TSCB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on the TSCB website)
- Refer a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using a Single Agency Referral Form (SARF)
- Keep copies of all referrals to Trafford First Response and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive Level 2 and above training.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DFE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.
- Provide, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)
- The Designated Safeguarding Lead, E Copeland, can be contacted out of school hours via the email address ecopeland@wellington.trafford.sch.uk.

6.4 Staff

- All staff may raise concerns directly with Children's Social Care services
- All staff are aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.
- All staff are aware that safeguarding concerns about adults in the school should be made to the Designated Safeguarding Lead or to the Headteacher.
- All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

7. WORKING WITH OTHER AGENCIES

- 7.1 Wellington School has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify the allocated social worker if:
- It has been agreed as part of any child protection plan or core group plan.
 - A child subject to a child protection plan is about to be permanently excluded.
 - There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.

8. CONFIDENTIALITY AND INFORMATION SHARING

- 8.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.
- 8.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

9. TRAINING FOR STAFF AND VOLUNTEERS

- 9.1 Training is provided for all staff and volunteers. Induction training includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional and physical), how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.
- 9.2 All staff and volunteers who are in regular contact with children will receive basic Level 1 training which is up-dated by refresher training annually. The Designated Person for Safeguarding will receive refresher training every two years as well as further training at Level 2 and above.
- 9.3 All staff will receive training or briefings on particular safeguarding issues, for example, Guns and Gangs, Forced Marriage, Domestic Abuse and Child Sexual Exploitation, Radicalisation (not all examples will be relevant to all schools or settings).
- 9.4 In addition to staff, students may be trained as Wellbeing Ambassadors and/or Anti-Bullying Ambassadors and provide support to students. There are "drop-in" classrooms around the site at lunchtimes manned by Wellbeing Ambassadors who have been trained to deal with any student who may want to have a chat about something worrying them signposting them if necessary

to an appropriate adult (referring on to DSL where necessary). The drop-ins are also for any student who just needs somewhere to go that is quiet and where they don't need to engage with anyone if they do not want to. The classrooms are supervised by a member of staff on the Student Wellbeing Team run by E Copeland. This is in addition to a dedicated room "Our Space" for the most vulnerable at lunchtimes. There are over 150 trained Wellbeing Ambassadors who also are on patrol around the site together with over 200 trained Anti-Bullying Ambassadors who also carry out patrols at break and lunchtime following a rota.

All Ambassadors are trained annually by E Copeland and are also met with regularly by E Copeland and the Student Leadership Wellbeing and Anti-Bullying Team members.

10. RECORDING AND REPORTING CONCERNS

10.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Safeguarding Lead or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system

11. INFORMING PARENTS/CARERS

11.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

11.2 Parents and carers will be informed if a referral is to be made Trafford First Response or any other agency.

11.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead or Headteacher will seek advice from Trafford First Response.

12. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

- 12.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.
- 12.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well being as well as relevant family related issues. This information will be shared with the parents/carers.

13. SAFER WORKING PRACTICE

- 13.1 The school/college expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
- 13.2 The Headteacher will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the school's expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.
- 13.3 Staff and volunteers should be aware of current guidance on safe teaching practice contained in the DfE *"Guidance for safer working practice for adults working with children & young people"* (2019).

14. SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)

- 14.1 Wellington School recognise that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However a child/young person's safety will remain the priority of the school.
- 14.2 All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.

- 14.3 Children/young people are not permitted to directly access items that do not belong to the school.
- 14.4 If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Headteacher or DSL should be informed immediately.

Use of mobile phones

Mobile phones have a place in settings, especially when on outings. They are often the only means of contact available in settings and can be helpful in ensuring children are kept safe.

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.

Work mobiles

To protect children we will ensure that the work mobile:

- Is only used by allocated people.
- Is protected with a password and clearly labelled.
- Is stored securely when not in use.
- Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.
- If used for taking photographs, the images are deleted regularly and written parent/carer permission obtained.

Personal mobiles

To protect children we will ensure that personal mobiles:

- Are stored securely in the main School Office and will be switched off or on silent whilst staff are on duty.
- Are not used to take pictures of the children attending the setting.
- Will not be used to take photographs, video or audio recordings in our setting.
- Are not used to contact parents or children except in the event of an emergency.
- Visitors not to use on entering the setting.
- Older children have signed consent from their parents giving permission for the child to have a mobile and agreeing that they will stored securely and be switched off or on silent whilst in the setting.

Cameras: Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays).
- Ensure the school's designated camera is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that children are appropriately dressed, and only use the child's first name with an image.
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit written consent from the school, for example, for a special event, such as a Christmas play.
- Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.
- Ensure where professional photographers are used DBS's, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny

Social Networking Sites

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children/young people. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Headteacher or the DSL.

Any attempt by a child/young person to contact staff via such internet sites will immediately be reported to the Headteacher or DSL in order that appropriate advice can be given to the child/young person and their parents/carers regarding professional boundaries and the safety of the child/young person.

Sexting

'Sexting' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However, Wellington School takes a pro-active approach in its ICT and tutor period programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as:

- Images or videos generated by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.
- These images are shared between young people and/or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may not even know.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that Wellington School applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason the Designated Safeguarding Lead (or Headteacher in the absence of the DSL) needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

15. POSITIONS OF TRUST

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

16. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

- 16.1 The school follows the procedures recommended by the TSCB when dealing with allegations made against staff and volunteers.
- 16.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 16.3 Training from TSCB is available three times a year – ‘Safer recruitment and managing allegations of professional abuse, multi-agency course’.

17. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS

- 17.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

18. SERIOUS CASE REVIEWS

The Trafford Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- a. Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- b. Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- c. Improve inter-agency working to better safeguard and promote the welfare of children and young people.
- d. If required Wellington School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

19. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The School recognises that additional barriers exist when recognising abuse and neglect in this group of children and ensure they are closely monitored by the relevant staff.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

20. DISQUALIFICATION BY ASSOCIATION

Trafford Local Authority's HR Fair Recruitment Policy states that schools should seek an enhanced DBS and barred list check for those volunteers who:

- Frequently partake in regulated activity with children and young people
- Who are undertaking volunteering activity in an unsupervised capacity

Governors

As of September 1st 2016, schools must obtain an enhanced DBS and barred list check for all Governors.

Appendix One

School Policies:

Statutory Policies Relating to Safeguarding are:

- Health and Safety policy
- Central record of recruitment and vetting checks
- Safeguarding policy and procedures
- Statement of procedures for dealing with allegations of abuse against staff

Other Relevant Policies

- Health and Safety,
- A policy on the Code of Staff Conduct, which is shared with all current staff and forms part of the induction training for new staff
- Sex and Relationships Education,
- Equality and Diversity including Disability Discrimination,
- Internet and ICT,
- Behaviour,
- School Visits,
- SEND,
- Intimate Care,
- Looked After Children,
- Anti-Bullying

Appendix Two

DOMESTIC ABUSE

- The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.
- Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.
- Any child or young person thought to be at immediate risk will be reported without delay to Trafford First Response or the Emergency Duty Team will be contacted as soon as possible.

Operation Encompass

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in, heard or been witness to a domestic abuse incident. Following such an incident at home, children will often arrive at school distressed, upset and unprepared for the day. Greater Manchester Police, Trafford Social Care and key nominated adults in school will work together in partnership to allow the key adults the opportunity of engaging with the child and provide access to silent or overt support that allows them to remain in a safe and secure familiar environment following early reporting to school of a domestic abuse incident.

Our nominated key adults are Mrs E Copeland DSL and Mrs L Jaunbocus-Cooper DDSL.

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation.

This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is

“acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multi-agency protocol “Working with Sexually Active Young People” available at www.surreycc.gov.uk/safeguarding, by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment

- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in their dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix Three

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.
 - NB For school staff this will occur from a disclosure and not a physical examination

Radicalisation

Wellington School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

Schools have a statutory duty in the following areas with the aim of safeguarding pupils from radicalisation, extremism and terrorism:

- Assessing the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology.
- Demonstrating that robust safeguarding policies are in place to identify children at risk, and intervening as appropriate (by referring pupils to Channel or Trafford First Response, for example.)
- Ensuring that clear protocols are in place so that any visiting speakers are suitable and appropriately supervised within school.
- Ensuring that fundamental British values are promoted within the curriculum and extra-curricular activities and reflected in the general conduct of the school.
- Ensuring that safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Trafford Safeguarding Children Board (TSCB). This policy describes procedures which are in accordance with government guidance and refers to locally agreed inter-agency procedures put in place by the TSCB.
- Training key staff to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas. They should know where and how to refer children and young people for further help. Prevention work and reductions of risk will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- Protecting children from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.
- We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

Appendix Four

Information Sharing 2018

Since 25th May 2018 all agencies must be able to demonstrate that they are compliant with the General Data Protection Regulations (GDPR) and accompanying Data Protection Act 2018 (DPA).

Seven golden rules to sharing information

1. Remember that the Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles)
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Main Grounds in UK legislation which require the sharing of information

Requirement	Legal authority
<i>Prevention and detection of crime</i>	<u>s.115 Crime and Disorder Act 1998</u>
<i>To protect vital interests of the data subject; serious harm or matter of life or death</i>	<u>Schedule 8, DPA 2018</u>
<i>For the administration of justice (usually bringing perpetrators to justice)</i>	<u>Part 3 & Schedule 8 DPA 2018</u>
<i>For the purposes of the prevention, investigation, detection or prosecution of criminal offences or</i>	<u>Part 3 s.31 & 35 DPA 2018</u>

<i>the execution of criminal penalties, including the safeguarding against and the prevention of threats to public security.</i>	
<i>Child protection. Disclosure to Children's Social Care or the Police for the exercise of functions under:</i>	<i>Children Act 1989 & 2004</i>
<i>In accordance with a court order</i>	<i>Requests to share information must show why it is relevant for the purpose for which they are requested, including a Court Order</i>
<i>Overriding public interest</i>	<i>Common law</i>
<i>Right to life</i> <i>Right to be free from torture or inhuman or degrading treatment</i>	<i>Human Rights Act, Articles 2 & 3</i>
<i>Prevention of Abuse and Neglect</i>	<i>The Care Act 2014</i>
<i>Person lacks the mental capacity to make the decision regarding consent</i>	<i>Mental Capacity Act 2005</i>

Remember: Information shared must be adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.

Appendix Five

A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

PUPIL TRACKING

- The progress and attendance of pupils in alternative provision is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Safeguarding Lead is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.

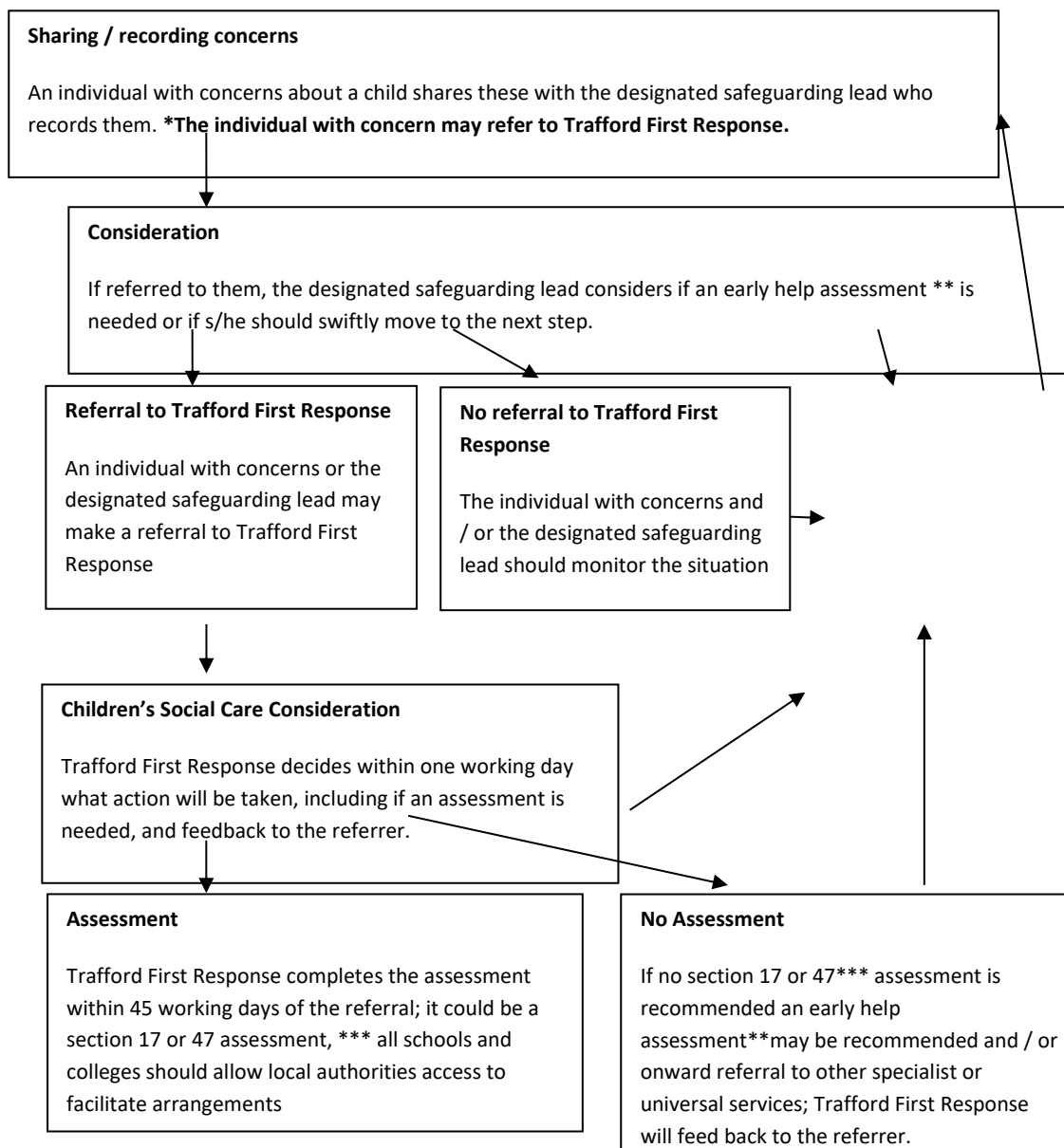
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

Appendix Six

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral



*In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

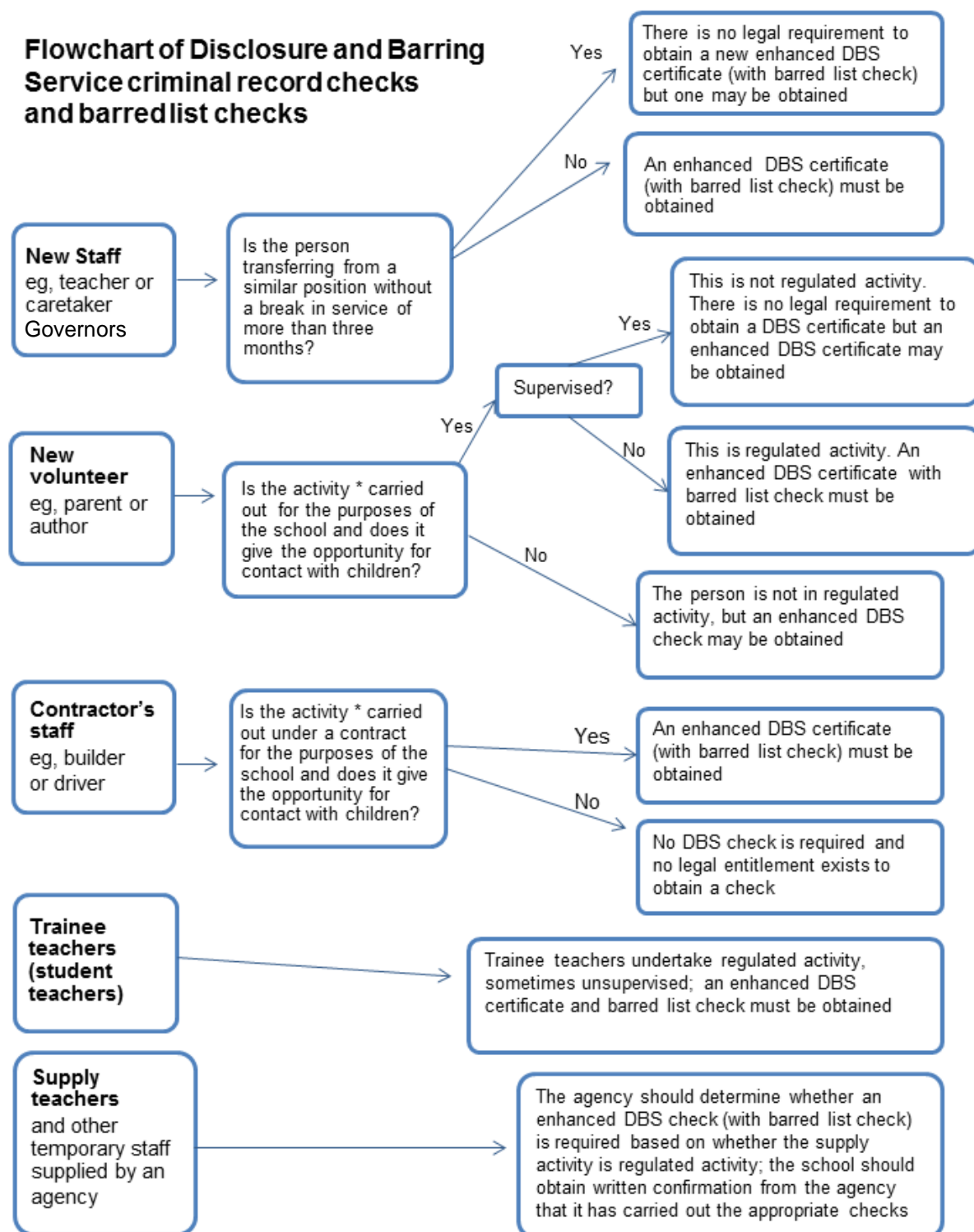
**Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and / or health visitor.

***Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

ALL STAFF AND GOVERNORS TO BE AWARE OF THE ABOVE FLOWCHART.

Appendix Seven

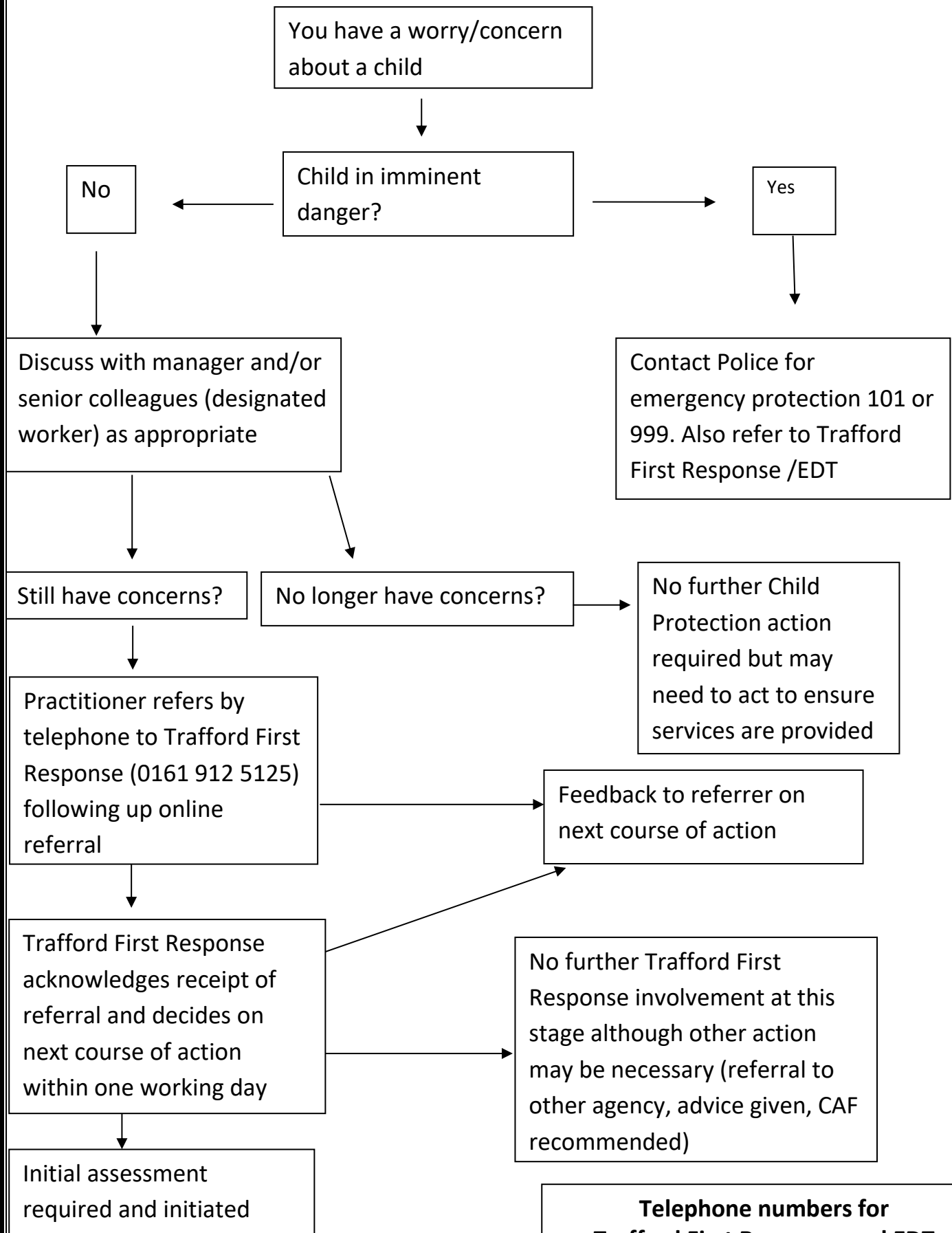
Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



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

Enhanced DBS and barred list checks for all Governors.

PLEASE SHARE THIS FLOWCHART WITH THOSE RESPONSIBLE FOR THE RECRUITMENT OF STAFF.



**Telephone numbers for
Trafford First Response and EDT**

Work Day (0161 912 5125)
EDT (912 2020)

Appendix Nine

Staff and Training

A record of the staff who have received the appropriate safeguarding training may be obtained from E Copeland, Designated Safeguarding Lead, in School and will be regularly updated.

APPENDIX A

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX B

Best Practice Guidance

<p>WHAT TO DO IF A CHILD <u>DISCLOSES</u> TO YOU:</p> <ul style="list-style-type: none">• DO NOT PROMISE CONFIDENTIALITY.• DO NOT TAKE ON A COUNSELLING ROLE.• INFORM PUPIL OF THE PROCEDURE YOU WILL BE TAKING.• LISTEN (DON'T QUESTION).• RECORD EXACTLY WHAT IS SAID.• PASS ON. <p><u>YOU DO NOT HAVE TO:-</u></p> <ol style="list-style-type: none">1. ESTABLISH WHETHER THE CHILD IS TELLING THE TRUTH.2. DECIDE WHETHER WHAT THE CHILD HAS DESCRIBED IS ABUSIVE OR NOT.3. INVESTIGATE THE CIRCUMSTANCES.	<p>WHAT TO DO IF:-</p> <ol style="list-style-type: none">1. YOU HAVE CONCERNS:<ul style="list-style-type: none">• RECORD CONCERNS-INCLUDE ANY VISIBLE INJURIES AND OBSERVATIONS OF THE CHILD'S EMOTIONAL STATE AND BEHAVIOUR, TOGETHER WITH ANY THING THE CHILD MAY HAVE TOLD YOU.• NOTIFY YOUR LINE MANAGER• REFER YOUR CONCERN TO THE DESIGNATED TEACHER, CHILD PROTECTION• CONCERNS OF SEXUAL ABUSE MUST BE REFERRED IMMEDIATELY TO THE DESIGNATED TEACHER, CHILD PROTECTION.2. YOU HAVE CONCERNS ABOUT THE CHILD'S IMMEDIATE SAFETY:<ul style="list-style-type: none">• REFER <u>DIRECTLY TO DESIGNATED TEACHER,</u> CHILD PROTECTION• RECORD CONCERN AND ACTION AND PASS COPY TO DESIGNATED TEACHER, CHILD PROTECTION.3. YOU HAVE CONCERNS OF ABUSE BY PROFESSIONALS:<ul style="list-style-type: none">• MUST BE REFERRED <u>DIRECTLY TO THE HEADTEACHER</u>• IF THE ALLEGATION IS AGAINST THE HEADTEACHER, DIRECT TO CHAIR OF GOVERNORS.
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IF YOU ARE IN ANY DOUBT AT ALL ABOUT THE NEED TO PROTECT THE HEALTH AND WELL BEING OF A PUPIL YOU MUST INVOLVE THE DESIGNATED TEACHER, CHILD PROTECTION.

FULL SAFEGUARDING POLICY IS AVAILABLE IN FROM RESOURCES – OR FROM MRS E COPELAND, DESIGNATED TEACHER, CHILD PROTECTION

Appendix C

Useful Links

HM Government guidance - What to do if you're worried a child is being abuse – Advice for practitioners

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Department for Education – Child sexual exploitation – Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

UK Council for Child Internet Safety guidance – Sexting in schools and colleges: Responding to incidents and safeguarding young people - 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Multi Agency Threshold Guidance

<https://www.traffordsafeguardingpartnership.org.uk/Docs/Learning-development/Resources/TSCB-Threshold-Guidance.pdf>

Early Help and referral to Trafford First Response (TFR)

<https://trafford-framework.egovhub.net/TRAFFORDFIRSTRESPONSEREFERRALFORM/launch>

Important Contacts

Trafford First Response

Tel: 0161 912 5125 8.30am – 4.30pm Monday – Friday

FirstResponse@trafford.gov.uk

Emergency Duty Team (EDT) Out of Hours

0161 912 2020

The Safeguarding Children Unit / LADO

Anita Hopkins -Trafford Local Authority Designated Officer (LADO)- 0161 912 5024/5125

FirstResponse@trafford.gov.uk

NW Counter-Terrorism Unit Channel Team

0161 856 6362

channel.project@gmp.police.uk

Trafford Strategic Safeguarding Partnership

0161 912 8687

TSSP@trafford.gov.uk

Police Public Protection Investigation Unit

Tel: 0161 856 7555

Police

Non-Emergency 101 Emergency 999

CEOP (Child Exploitation and Online Protection)

Tel: 0870 000 3344 9.00am – 5.00pm Monday - Friday

CSE (Child Sexual Exploitation) Team Trafford

Tel: 0161 856 7782

Other Useful Links

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

CEOP- <https://www.thinkuknow.co.uk/>

<http://www.nspcc.org.uk/inform>

<http://www.gov.uk/dbs>

<http://www.privatefostering.org.uk/>

<http://www.homeoffice.gov.uk/crime/violence-against-women-girls/teenage-relationship-abuse>

<http://www.saferinternet.org.uk/helpline>

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

APPENDIX D

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <http://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Copies of the full Safeguarding Policy are available on request through the School Office.

Appendix E

Level		Description: At this level the child or family...	What Needs to happen next?	Assessment Required Referral Process
Universal	Level 1	...is thriving without requirement for additional support and all needs are being met by universal services, for example Health Visitor, School Nurse, Dentist or School.	Ensure that all families are aware of the Family Information Service and are registered with Education and Training providers, Health Services and Community Groups.	Use of Trafford Directory
Early Help / Prevention	Level 2	...may require or would benefit from additional input or support from an agency/agencies.	When a child begins to display emerging needs requiring additional support, services already working with the child should support the family by undertaking an assessment and develop an Outcome Plan. This will identify support from within the local community or a specific intervention.	Assessment required for example Early Help Assessment. Referral Form for specific agency
Intensive Family Support	Level 3	...are experiencing multiple and/or complex needs. The family is struggling to effect change without the support and intervention of services. There is a need for a greater level of support including regular home visits.	If a child or family's issues are more complex and cannot be managed within the community and the family consent, additional support can be sourced through Intensive Family Support. This would include support in the home, pulling in multi-agency partners who are, or need to be, involved with the child and family in order to achieve a positive outcome	Early Help Assessment; which will be required when referring for Intensive Family Support.
Child In Need	Level 4	...is unlikely to achieve or maintain a reasonable standard of health or development without the provision of services. The child's health or development is likely to be significantly impaired, or further impaired without the provision of additional services; or the child is disabled.	As the child and family's issues continue to escalate or if interventions are not working and it is felt that the needs cannot be met without the intervention of social care. There should be a sound record of interventions and support offered previously by services to highlight why social intervention is required.	Child and Family Assessment. Referring agency to complete referral.
Child Protection	Level 5	...is at risk of or suffering significant harm and is in need of help and protection. Has a high level of unmet and complex needs requiring statutory interventions.	These children require immediate social care intervention to ensure continued safety and positive development and to prevent significant harm. This may lead to them becoming subject to a Multi-Agency Child Protection (CP) Plan or becoming Looked After. Any child subject to a CP Plan or Looked After will have social care intervention already in place.	Child and Family Assessment. Referring agency to complete referral.

Appendix F

1. Safer Recruitment

- a. Senior managers and the governing body ensure that stringent recruitment and vetting procedures are in place for staff and other adults, and that nobody commences work unless all necessary checks are complete to a satisfactory level. The same rigour is applied when appointing volunteers.

Checks undertaken include:

Enhanced Criminal Records Bureau Check	Barred List Check (if working regulated activity before DBS certificate is available)
Two professional references	Establish confirmation of physical and mental fitness for the role
Identity confirmation	Confirmation of right to work in the UK
Qualification check	Confirmation of professional registration (if appropriate)
Staff suitability declaration (if appropriate)	
Overseas police checks (if appropriate) follow the right government guidance following the UK's exit from the European Union Government website	

- b. A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the school's single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file.
- c. Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate.
- d. Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and the need to treat information confidentially.
- e. All contracts with supply agencies are specific about what checks and evidence is needed to be completed before any individual commences work at the school, and that they will be expected to present identification upon arrival.
- f. More information can be found in Appendix 2 relating to when a barred list check would be carried out.
- g. References will always be sought before confirming a person's appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

2. Managing allegations against professionals who work with children

- a. All concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors are dealt with in line with the school's Managing Allegations Policy.
- b. An allegation is any information which indicates an adult who works with children and young people under 18 (paid or voluntary staff) may have:
 - i. Behaved in a way that has harmed a child, or may have harmed a child;
 - ii. Possibly committed a criminal offence against or related to a child;
 - iii. Behaved towards a child or children in such a way that indicates he or she may pose a risk of harm to children; or
 - iv. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- c. This applies to any child the member of staff has contact with in their personal or professional life.
- d. All staff are reminded of the school's Whistleblowing Policy, which may be found in the staffroom and on T:\Adminapps\Policies & Proformas.
- e. The NSPCC whistleblowing details can be found on their website.
- f. Allegations regarding members of staff at the school must be reported immediately to the Headteacher, or in their absence the deputy headteacher. The designated safeguarding lead will talk through your concerns even though you may feel uncomfortable doing this in relation to a colleague. In addition, if you feel you may be at risk of an allegation then self-report the issue as you may find yourself in a difficult situation.
- g. Any allegations concerning the Headteacher should be referred to the Chair of Governors, using the contacts details set out in the key information section of this policy.
- h. Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day. Contact details for the LADO for Trafford can be found in Appendix 4.
- i. Initial discussions with the LADO will consider the nature of the allegation and next steps.
- j. Whilst the setting does not directly employ supply staff, we will ensure allegations are dealt with properly. In no circumstances will our setting decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing Body will discuss with the agency as to whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
- k. The setting will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the

facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

- l. The Managing Allegation policy sets out the procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. Or where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).
- m. There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
 - i. engaged in relevant conduct in relation to children and/or adults,
 - ii. satisfied the harm test in relation to children and/or vulnerable adults; or
 - iii. been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. The DBS will consider whether to bar the person.
- n. Where a school or sixth form college teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

3. Controlling access to school premises

- a. Schools can bar someone from the premises if they feel that their behaviour poses a risk to staff or pupils. It's enough for a member of staff or a pupil to feel threatened.
- b. The school should tell an individual that they've been barred or they intend to bar them, in writing. Letters should usually be signed by the headteacher, though in some cases the local authority may wish to write instead. The individual must be allowed to present their side.
- c. A school can either:
 - i. bar them temporally, until the individual has had the opportunity to formally present their side; or
 - ii. tell them they intend to bar them and invite them to present their side by a set deadline.
- d. After the individual's side has been heard, the school can decide whether to continue with barring them. The decision will be reviewed within a reasonable time, decided by the school.

- e. The Department for Education (DfE) does not get involved in individual cases.
- f. We don't knowingly allow any person on to school grounds who:
 - i. is a convicted sex offender, subject to the notification requirements of the Sexual Offences Act 2003; or
 - ii. is subject to a Risk of Sexual Harm Order, Sexual Risk Order or Child Abduction Notice.
- g. If you don't disclose relevant information relating to the above about yourself, and it later becomes known to us, we reserve the right to require that you leave the school site.

Appendix G

Peer-on-Peer Abuse

Understand what peer-on-peer abuse is

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Upskirting
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

Recognising peer-on-peer sexual abuse

It can be difficult to work out if a child is displaying appropriate, inappropriate, problematic or abusive sexual behaviour.

Examples of sexually abusive behaviour may include:

- inappropriate or unwanted sexualised touching
- pressurising, forcing or coercing others to perform or take part in sexual acts
- pressuring, forcing or coercing someone to share nude images (**sexting**)
- sharing sexual images of a person without their consent
- taking a picture under a person's clothing, without their consent ('upskirting')
- sexual harassment
- sexual or sexist name calling

(Contextual Safeguarding Network, 2020).

Signs that a child has experienced peer-on-peer sexual abuse

Indicators that a child has experienced peer-on-peer sexual abuse may be physical or behavioural. A child or young person may appear withdrawn, frightened or begin to act differently from usual.

They may also display physical signs such as noticeable discomfort in their genital or anal area.

Barriers to disclosure

Children do not always feel able to speak out about their experiences of peer-on-peer sexual abuse.

They may be afraid of:

- being considered a 'snitch'
- getting in trouble themselves
- how they will be perceived by others
- teachers or other adults not being discrete
- their parents being informed

(Contextual Safeguarding Network, 2020).

If a child is unsure about whether or not they have been sexually abused, they might be worried about causing a fuss or getting someone else in trouble for 'no reason'.

Children's understanding of peer-on-peer sexual abuse

Children may not always understand that they have experienced or carried out peer-on-peer sexual abuse. This might be because:

- they don't understand what constitutes appropriate, inappropriate, problematic or abusive sexualised behaviour
- they have experienced sexual abuse themselves and don't realise that what happened to them was wrong
- they don't know whether consent was given
- the abuse happened between friends or partners
- the abuse took place online
- they blame themselves for the abuse they received
- younger children lack knowledge of sex and sexuality as they are less likely to have received any relationships and sex education

Some children and young people who have viewed pornography may want to emulate what they have seen. Some children and young people who experience abuse may begin to understand that they have experienced abuse over time, as they grow older and learn more about sex and healthy relationships

Sexual harassment

A definition:

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;

It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any

power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be

involved and generally speaking leading the school or college response. If in any doubt, they should seek expert advice.

- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

Sexual harassment (as set out above) creates an atmosphere that, if not

challenged, can normalise inappropriate behaviours and provide an environment that

may lead to sexual violence.

What is online abuse?

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including:

- social media
- text messages and messaging apps
- emails
- online chats
- online gaming
- live-streaming sites.

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

Children and young people might experience different types of online abuse, such as:

Cyberbullying

Cyberbullying or online bullying is any type of bullying that happens online.

Unlike bullying that takes place offline, online bullying can follow the child wherever they go and it can sometimes feel like there's no escape or safe space.

Emotional Abuse

Emotional abuse any type of abuse that involves the continual emotional mistreatment of a child and this can happen both on and offline.

Grooming

Grooming is when someone builds a relationship with a child so they can sexually abuse, exploit or traffic them. Children and young people can be groomed online or face-to-face by a stranger or by someone they know.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexual messages. It's online abuse if a child or young person is pressured or coerced into creating or sending these types of images.

Sexual Abuse

[Sexual abuse](#) is when a child or young person is forced or tricked into sexual activities. Sexual abuse can happen online - for example, a child could be forced to make, view or share child abuse images or videos or take part in sexual activities on conversations online

[Child sexual exploitation](#) is a type of sexual abuse. When a child is sexually exploited online they may be persuaded or forced to create sexually explicit photos or videos or have sexual conversations.

Signs of online abuse

A child or young person experiencing abuse online might:

- spend a lot more or a lot less time than usual online, texting, gaming or using social media
- seem distant, upset or angry after using the internet or texting
- be secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

Some of the signs of online abuse are similar to other abuse types:

- [cyberbullying](#)
- [grooming](#)
- [sexual abuse](#)

If a child reveals online abuse

If a child talks to you about online abuse it's important to:

- listen carefully to what they're saying
- let them know they've done the right thing by telling you
- tell them it's not their fault
- say you'll take them seriously
- don't confront the alleged abuser
- explain what you'll do next
- report what the child has told you as soon as possible.

Effects of online abuse

Online abuse can have long-lasting effects on children and young people. It can lead to:

- anxiety
- [self-harm](#)
- eating disorders
- [suicidal thoughts](#).

Some of the effects of online abuse are similar to other abuse types:

- [cyberbullying](#)
- [grooming](#)
- [sexual abuse](#)
- [child sexual exploitation](#).

Who's at risk

Any child who uses the internet can be at risk of online abuse. It's important parents are aware of the risks and talk to their child about [staying safe online](#).

Support

For parents and carers

- [Net](#) [Aware](#)
In partnership with O2. Your guide to the latest apps, games and social media sites kids are using.
- [Online](#) [safety](#) [advice](#)
Whether you're an online expert or you're not sure where to start, our tools and advice will help you keep your child safe.
- [Parent](#) [Info](#)
A website for parents about life online.
- [ThinkUKnow](#)
A website from National Crime Agency's CEOP Command about keeping children and young people safe on the internet.
- [UK](#) [Safer](#) [Internet](#) [Centre](#)
Promoting the safe and responsible use of technology for young people.
- [Internet](#) [Matters](#)
A site to help empower parents and carers to keep children safe in a digital world.

For children and young people

- [ThinkUKnow](#) has age specific advice for children aged 4 through to teenagers.
- [Own It](#) is the BBC's dedicated site for helping young people with life online.

How Childline can help

Childline also has lots of helpful advice on their website, on topics such as:

- [cyberbullying \(online bullying\)](#)
- [bullying on social networks](#)
- [building confidence after online bullying](#)
- [emotional abuse](#)
- [sexual abuse](#)
- [remove a nude image shared online.](#)

Childline's [Zipit app](#) helps young people take control of their online chats.

Appendix H

Glossary of Terms

Abuse	<p>A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.</p> <p><i>(Definition provided by Working Together 2015)</i></p>
Accommodation	Section 20 of the Children Act 1989 enables a local authority to provide accommodation for a child who has no person with parental responsibility for him/her, is lost or abandoned or whose parent cannot provide suitable accommodation and care.
Allocated case	A case that has been made the responsibility of a named social worker or other key worker until such time as the case is closed, transferred or managed in such other way that the named worker no longer has responsibility for it.
Assessment	The assessment of developmental needs of a child within their family and wider environmental context to determine, if the child has needs and what services they require. The assessment may be general in nature (e.g.,) CAF, Child and Family or relate to a specific developmental need (e.g. health or education.)
Care order	A court order under s.31 of the Children Act 1989 placing a child in local authority care to protect the child from harm they are suffering or may suffer, whilst under the care of his/her parent (and/or being beyond a parent's control).
Child	Anyone under 18 years of age. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.
Child in need	<p>Section 17 (10) of the Children Act 1989 defines a child in need as a child who, without the provision of local authority services:</p> <ul style="list-style-type: none"> a) Who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services to them by a local authority

	<p>b) Whose health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or</p> <p>c) They are disabled, and “family”, in relation to such a child, includes any person who has parental responsibility for the child and any other person with whom they have been living.</p>
Child protection	<p>Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.</p> <p><i>(Definition provided by Working Together 2015)</i></p>
Child protection enquiry	<p>Where a local authority:</p> <p>(a) are informed that a child who lives, or is found, in their area</p> <p style="padding-left: 40px;">(i) is the subject of a emergency protection order, or</p> <p style="padding-left: 40px;">(ii) is in police protection; and</p> <p>(b) have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm</p> <p>Section 47 of the Children Act 1989 gives children's social care a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.</p>
Child Sexual Exploitation (CSE)	<p>The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive “something” (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities.</p>
Children	<p>Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.</p> <p><i>(Definition provided by Working Together 2015)</i></p>

Common Assessment Framework (CAF)	The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. It can be used by practitioners across children's services in England. The CAF is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers and environmental factors on their development.
Child and Family Assessment	An assessment conducted by a social worker which addresses the central and most important aspects of the needs of the child and the capacity of their parents to respond to these needs. It is to be undertaken where circumstances are complex and should be completed within 45 working days of referral.
Disclosure and Barring Service (DBS)	<p>The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaced the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).</p> <p>The DBS is responsible for:</p> <ul style="list-style-type: none"> • processing requests for criminal records checks • deciding whether it is appropriate for a person to be placed on or removed from a barred list • placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland
Duty children's social worker	Professional from the Children's Social Care team that receives and responds to all child concern referrals – in office hours.
Emergency duty team (EDT)	A social work team providing an out of hours social care service for Trafford.
Emergency Protection Order	A court order under Section 44 of the Children Act 1989 giving Children's Social Care and the Police the power to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).
Enquiry checks	Checks made of agencies involved with a child for Section 47 child protection investigation purposes.
Impairment of health and development	Where professionals are seeking to judge whether a child's health and development have been significantly harmed, the Children Act 1989 (s31 (10)) directs them to make a comparison with the health and development which could reasonably be expected of a similar child.

Integrated Children's System (ICS)	Case management system for case recording within Children's Social Care. Introduced in 2008, this is a government sponsored system with national criteria for local software providers to adhere to. It ensures that there is consistency of practice across all social work teams, improves transparency and accountability.
Local Safeguarding Children Board (LSCB)	Local Safeguarding Children's Boards (LSCBs) are a statutory bodies established in each local authority area under Section 14 of the Children Act 2004. The purpose of LSCBs is: a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and b) to ensure the effectiveness of what is done by each such person or body for those purposes.
Nominated safeguarding children adviser	The person/people in each agency who has/have responsibility for child protection issues in that agency and provide child protection advice to frontline professionals / clinicians, e.g. child protection lead in schools, designated and named doctors and nurses etc.
Parent	Parent or carer of a child.
Parental Responsibility	All the duties, rights, powers, responsibilities and authority which by law a parent of a child has in relation to the child and their property. A Care Order confers the responsibility to a local authority but it does not remove it from the child's parents.
Police Powers of Protection (Section 46) (PPO)	Section 46 of the Children Act 1989 giving the police powers to protect a child from harm by removing the child to suitable accommodation or preventing a child from being removed (e.g. from hospital).
Private Fostering	An arrangement made directly by a parent for their child to be looked after for 28 days or more by an adult who does not have parental responsibility for the child and is not a close relative/step parent.
Referral	A request for services to be provided by a local authority. A case can become current only after a referral has been made.
Regulated Activity with Children	The Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) defined Regulated Activity with Children as:

	<p>a) Unsupervised activities - Teaching, training or instruction, care for or supervise children, provide advice / guidance on wellbeing, drive a vehicle only for children</p> <p>b) Work for a Limited Range of Establishments (Specified places) – Where there is an opportunity for contact, for example schools, children's homes, childcare premises (but not work by supervised volunteers)</p> <p>c) Healthcare / Relevant Personal Care - for example washing or dressing; or health care by or supervised by a professional, even if done once</p> <p>d) Registered Child-minding and Foster-Carers</p>
Risk to child	Description of an adult or child who has been identified (by probation services / Youth Justice Service, Police or health services, individually or via the Multi-Agency Public Protection Arrangements) as posing an on-going risk to a child (replaces the term Schedule 1 Offender).
SARF	Single Agency Assessment Form
Safeguarding and promoting the welfare of children	<p>Defined for the purposes of this guidance as:</p> <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best life chances. <p><i>(Definition provided by Working Together 2015)</i></p>
Section 17	Section 17 of the Children's Act 1989 imposes on every local authority a duty to safeguard and promote the welfare of children in the area who are in need.
Section 47 Enquiry	Section 47 of the Children Act requires every local authority to make enquiries about children thought to be at risk, enabling them to decide whether they need to take further action to safeguard and promote the child's welfare.
Senior Manager	Manager in any agency above first line manager.
Serious Case Review	<p>SCRs are undertaken when:</p> <p>(a) abuse or neglect of a child is known or suspected; and</p> <p>(b) either -</p> <p>(i) the child has died; or</p>

	(ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, their Board partners or other relevant persons have worked together to safeguard the child.
Social Worker or Child's Social Worker	Social work qualified professional with case responsibility.
Staff / staff member	Any individual/s working in a voluntary, employed, professional or unqualified capacity, including foster carers and approved adopters.
TFR	Trafford First Response
Working Together	Working Together to Safeguard Children (2015) is a guidance document produced by the DFE setting out how all agencies and professionals should work together to safeguard children and promote children's welfare.

APPENDIX I

COVID-19/Enforced Closure Appendix



Trafford Strategic
Safeguarding Partnership

Introduction

COVID-19 (commonly known as Coronavirus) has presented a huge challenge nationally to the normal running of education and child care provision. On 23rd March 2020 all schools in the United Kingdom were closed on the advice of the UK Government to help delay the spread of the Coronavirus, and that they were only to remain open for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Education and child care settings are also expected to remain open to those children who are identified as vulnerable¹ and their needs cannot be catered for at home, or they need to attend the education/child care setting as it is a safe place.

This appendix has been prepared to explain key changes and interim measures being taken within our setting to continue to meet our safeguarding requirements during these extraordinary times.

Status of this document

This is an appendix to the main body of our Safeguarding Policy and will be effective from 23rd March 2020 until the setting returns to business as usual, following the COVID-19 pandemic.

It has been formally agreed and signed off by **Stuart Beeley Headteacher**.

Any questions about the contents of this document should be directed to:

Name:	Stuart	Beeley
Job	Title:	Headteacher
Email: admin@wellington.trafford.sch.uk	Telephone: 0161 928 4157	

Designated Safeguarding Lead (DSL) arrangements

It is vital that while our setting remains open a suitably trained DSL is available for consultation and advice.

It is recognised it may not always be possible for the DSL to be on site every day, however she will be available to be contacted by phone or on line, if she is not available the DDSL will be.

Where a trained DSL or deputy is not on site, in addition to one of the above options, the setting will have a senior leader who will take responsibility for co-ordinating safeguarding on site. This person will update and manage access to child protection files, liaise with the offsite DSL (or deputy) and as required liaise with children's social workers where they require access to children in need and/or to carry out

¹ Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

statutory assessments at the setting. Our DSL, deputy DSL and others with designated roles are identified in the main body of our Safeguarding Policy. In the event one of the above scenarios is implemented and the DSL changes, this will be communicated to staff by **email**.

Contacting Trafford Children's First Response

Making referrals into Trafford Children's First Response will continue as usual, with referrals being made via the online referral form, and telephone consultations taking place when advice is required. Where possible the referral will be made by the DSL, however if the DSL is not available in person the senior leader who is co-ordinating safeguarding on site may be required to make the referral on behalf of the DSL after getting advice from the DSL.

- Online Referral Form – www.trafford.gov.uk/firstresponse
- Telephone – 0161 912 5125
- Email – FirstResponse@trafford.gov.uk

Contacting the Local Authority Designated Officer (LADO)

In the instance a referral to the LADO is necessary this will be actioned by the **Headteacher** within 1 working day of the allegation coming to light. Should they not be available then the **Deputy Headteacher** will make the referral.

Contact methods for the LADO will remain the same with all LADO referrals being made via the online referral form. Consultation by phone may be necessary in which case this will be done via Trafford Children's First Response (contact details above).

- Online Referral Form – <https://trafford-framework.egovhub.net/ALLEGATIONOFPROFESSIONALABUSE/launch>
- Email – LADO@trafford.gov.uk

Attendance of Vulnerable Children

While school is closed to the general school population, the children of key workers and those who are vulnerable may still need to attend school because they require a safe place, or their needs cannot be properly catered for at home. The attendance information for vulnerable children will be reported to the local authority on a daily basis. The method for doing this is **through the daily returns to the relevant Liaison Officer**.

Wellington School currently has 18 families who have a Social Worker /a member of the Trafford First Response Team working with the family. Where our vulnerable children may not be attending school for other reasons including self-isolation, social-distancing or for another reason, these will be monitored by the setting and contact with the child and their family will be maintained via **weekly** phone calls. When phone calls are not answered and contact cannot be established with a family, the setting will contact the Social Worker or Trafford First Response if we consider the student to be at risk of significant harm:

- The Vulnerable Children's Daily Log Attendance sheet will be completed and sent to Trafford Children's First Response by email daily

Further guidance on supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak can viewed on the link below:

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

Children of concern who do not meet the 'vulnerable' definition

The setting also has students about whom there are concerns, however they do not have a social worker or an Education, Health and Care (EHC) Plan so do not meet the criteria of a 'vulnerable' child. With these children the setting still feels that contact should be maintained to ensure safety and welfare can be monitored as best as practically possible.

The school is in weekly contact with child in receipt of FSM as a way of monitoring their wellbeing and safety. Meals have been provided for certain children on a daily basis and either on site or through vouchers.

All other Children

While the setting is closed to the general student population the setting still have a duty to keep them safe, including online. The following measures have been implemented to ensure that contact with children is maintained and setting staff can maintain oversight of their welfare as best as practically possible.

- Class Charts used to send work home to students on line every two weeks
- Contact through the "announcement" feature of Class Charts so that form tutors, teachers and pastoral managers can have regular contact
- Regular email to parents from the Headteacher- through the Newsletter

If staff have any concerns about children they will follow the standard reporting procedure outlined in the main body of our Safeguarding Policy.

Staff Training

When the setting is open for the children or key workers or vulnerable children it will be staffed appropriately and all staff will satisfy the training requirements of 'Keeping Children Safe in Education, September 2019²', in that they will have had copies of the following policies and had them explained to them how they operate in the setting:

- Safeguarding Policy
- Behaviour Policy
- Staff Code of Conduct
- Safeguarding response to Children who go missing from education
- Role of the DSL (including the identity of the DSL and any their deputy/deputies)
- Part one and Annex A of Keeping Children Safe in Education, September 2019.

² <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> - Department for Education statutory guidance for schools and colleges on safeguarding children and safer recruitment.

In addition to the above all staff will have received appropriate safeguarding and child protection training. Further to this, all staff receive regular safeguarding updates, this is done in the following ways:

- Staff meetings
- Hayes on Line Training
- Appraisal
- Staff information board in staff room
- Email bulletins
- Newsletters

Allegations against Adults working with Children

Any staff member who works in the setting will be aware of the process for sharing concerns about colleagues or other adults who works with children in regulated activity. In our setting they will report these concerns directly to the **Headteacher** as soon as practically possible, ideally face to face, however during challenging times that may not always be possible, and a telephone call is also acceptable.

It is made clear to staff in training, induction and in our Whistleblowing Policy that they should not consult or speak of the concern/allegation with other parties, without the expressed permission of the **Headteacher** so as not to damage the integrity of any potential investigation, nor tarnish the reputation of colleagues prior to any due process.

Keeping children safe in education 2021

**Statutory guidance for schools and
colleges**

**Part one: Information for all school and
college staff**

September 2021

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Summary

Keeping children safe in education is statutory guidance that schools and colleges in England must have regard to when carrying out their duties to safeguard and promote the welfare of children.

It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Governing bodies and proprietors should ensure that those staff who work directly with children read at least Part one of the guidance.

Governing bodies and proprietors, working with their senior leadership teams and especially their designated safeguarding lead, should ensure that those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of the full version of the document. This is entirely a matter for the school or college and will be based on their assessment of which guidance will be most effective for their staff to safeguard and promote the welfare of children.

The full version of KCSIE can be found here: [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92242/KCSIE_2019.pdf)

About this guidance

We use the terms “**must**” and “**should**” throughout the guidance. We use the term “**must**” when the person in question is legally required to do something and “**should**” when the advice set out should be followed unless there is good reason not to.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing the impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
7. All staff have a responsibility to provide a safe environment in which children can learn.
8. **All** staff should be prepared to identify children who may benefit from early help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
9. **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in paragraphs 55-70. Staff should expect to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

13. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:

- child protection policy, which should amongst other things also include the policy and procedures to deal with peer on peer abuse;
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);³
- staff behaviour policy (sometimes called a code of conduct);
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

¹ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#). ² The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012. Copies of policies and a copy of Part one (or Annex A, if appropriate) of the full document should be provided to **all** staff at induction.

14. **All** staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

³ All schools are required to have a behaviour policy (full details are here). If a college or chooses to have a behaviour policy it should be provided to staff as described above.

15. **All** staff should be aware of their local early help⁴ process and understand their role in it.
16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁵
17. **All** staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
18. 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.

What school and college staff should look out for

Early help

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

- is disabled or has certain health conditions and has specific additional needs;
-
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
 - has a mental health need;
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
 - is frequently missing/goes missing from care or from home;
 - is at risk of modern slavery, trafficking, sexual or criminal exploitation;
 - is at risk of being radicalised or exploited;
 - has a family member in prison, or is affected by parental offending;

⁴ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#) ⁵ More detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Abuse and neglect

20. **All** staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect (see paragraphs 26-30), and specific safeguarding issues such as child criminal exploitation and child sexual exploitation (see paragraphs 32-39) so that staff are able to identify cases of children who may be in need of help or protection.
21. If staff are unsure, they should **always** speak to the designated safeguarding lead, or deputy.
22. **All** school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy).
23. **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
24. **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
25. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

Indicators of abuse and neglect

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

27. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
28. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
29. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. 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 (also known as peer on peer abuse) in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it, (see paragraph 49).
30. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.

Safeguarding issues

31. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education

and consensual and non-consensual sharing of nude and semi-nude images and/or videos⁵ can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

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

32. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into

taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

33. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
34. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
35. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in the Annex.

Child Sexual Exploitation (CSE)

36. CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities,

⁵ 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.

encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

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

Female Genital Mutilation (FGM)

40. Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.⁶ If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex for further details.

Mental Health

- 41. **All** staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 42. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 43. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.
- 44. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Rise Above](#) for links to all materials and lesson plans.

⁶ Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

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

Peer on peer abuse (child on child)

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

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

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

49. Peer on peer 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,⁷ 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,⁸ 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;

⁷ For further information about sexual violence see Annex.

⁸ For further information about sexual harassment see Annex.

- consensual and non-consensual sharing of nude and semi-nude images and/or videos⁹ (also known as sexting or youth produced sexual imagery);
- upskirting,¹¹ 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).

50. **All** staff should be clear as to the school's or college's policy and procedures with regard to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Serious violence

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

52. **All** staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).¹⁰

Additional information and support

53. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

⁹ UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#) ¹¹ For further information about 'upskirting' see Annex.

¹⁰ For further information about county lines see Annex

54. **The Annex** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

What school and college staff should do if they have concerns about a child

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

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

57. If staff have a concern, they should follow their own organisation’s child protection policy and speak to the designated safeguarding lead (or deputy).

58. Options will then include:

- managing any support for the child internally via the school’s or college’s own pastoral support processes;
- undertaking an early help assessment;¹¹ or
- making a referral to statutory services,¹² for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

59. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

60. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is

¹¹ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

¹² Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children’s social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children’s social care.

already known to local authority children's social care (such as a child in need or a child with a protection plan). [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Early help

61. If early help is appropriate, the designated safeguarding lead (or deputy) 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. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Statutory children's social care assessments and services

62. Concerns about a child's welfare should be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.
63. Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: [Contextual Safeguarding](#).
64. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

Children in need

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

Children suffering or likely to suffer significant harm:

66. Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect

that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect, female genital mutilation, or other so-called 'honour'-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.

What will the local authority do?

67. Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- any services are required by the child and family and what type of services;
- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of [Working Together to Safeguard Children](#) provides details of the assessment process;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Chapter one of [Working Together to](#)

[Safeguard Children](#) provides details of the assessment process; and further specialist assessments are required to help the local authority to decide what further action to take.

68. The referrer should follow up if this information is not forthcoming.

69. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

70. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

71. **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

72. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

73. It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.¹³ Further information about serious case reviews can be found in Chapter four of [Working Together to Safeguard Children](#). Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;

failing to listen to the views of the child;

- failing to re-assess concerns when situations do not improve;
- not sharing information with the right people within and between agencies;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have safeguarding concerns about another staff member

74. Schools and colleges should have processes and procedures in place to manage any safeguarding concerns about staff members (including supply staff, volunteers, and contractors). If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated

¹³ An analysis of serious case reviews can be found at [gov.uk/government/publications/analysis-of-serious-casereviews-2014-to-2017](https://www.gov.uk/government/publications/analysis-of-serious-casereviews-2014-to-2017).

officer(s) (LADOs). Details of your local LADO should be easily accessible on your local authority's website.

Further details can be found in Part four of this guidance.

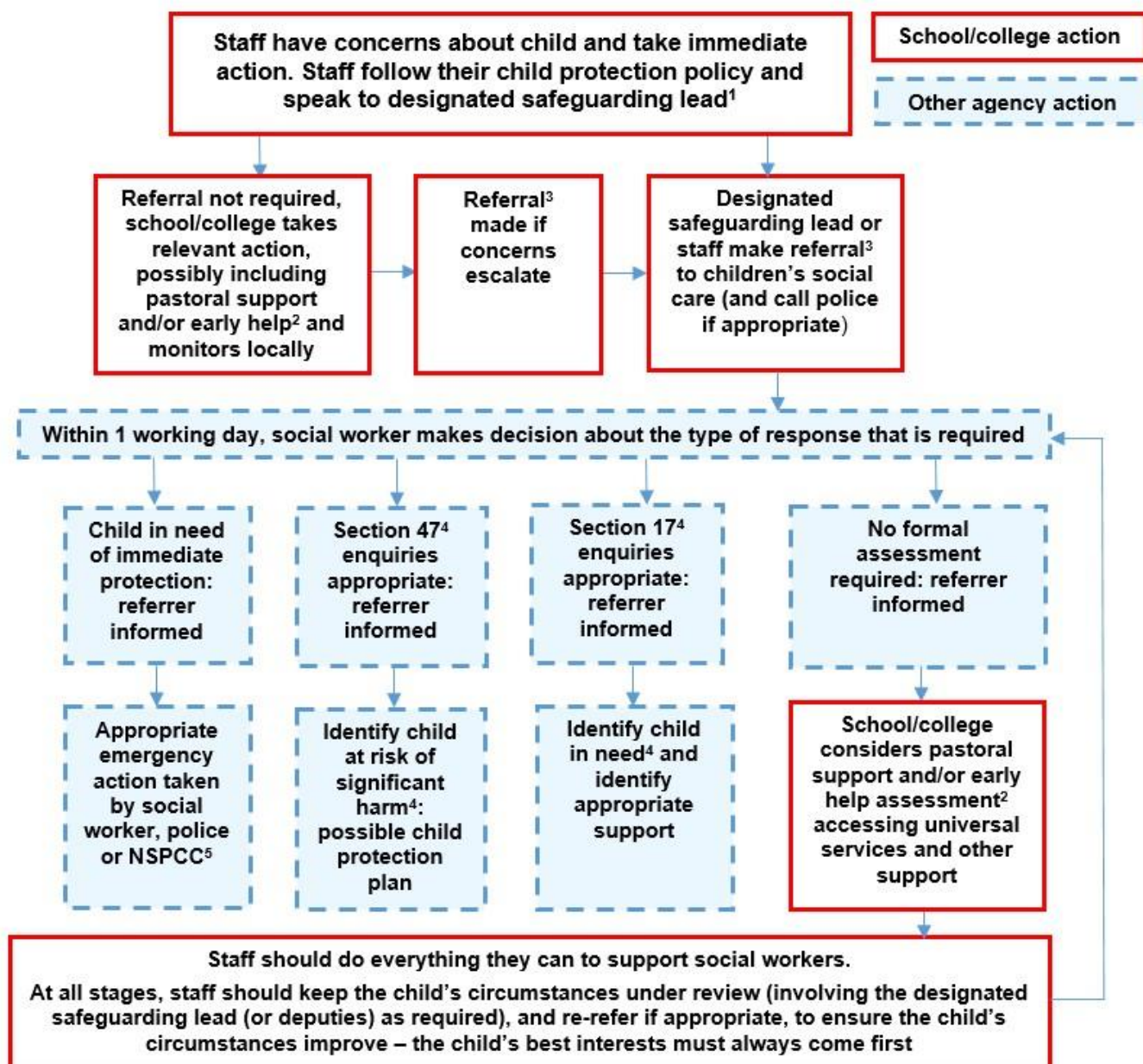
What school or college staff should do if they have concerns about safeguarding practices within the school or college

- 75. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
- 76. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.
- 77. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#)

the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: • help@nspcc.org.uk. 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.or

Actions where there are concerns about a child



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

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

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

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#). ⁵ This could include applying for an Emergency Protection Order (EPO).

Annex: Further information

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

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

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

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Child abduction and community safety incidents

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

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

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

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

Children and the court system

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

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

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

Children missing from education

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

Children with family members in prison

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

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

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

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

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

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

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

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

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

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

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

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

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

County lines

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

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

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need

to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

Modern Slavery and the National Referral Mechanism

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

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

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

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

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

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

Domestic abuse

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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

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

Operation Encompass

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

National Domestic Abuse Helpline

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

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

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

Homelessness

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new

duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

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

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

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹⁴ that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report

¹⁴ Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁵ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

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

Forced marriage

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

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at <https://www.gov.uk/guidance/forced-marriage>. School and college staff can contact the ForceMarriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

¹⁵ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Preventing radicalisation

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

-
- **Extremism**¹⁶ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
 - **Radicalisation**²⁰ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
 - **Terrorism**¹⁷ is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

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

¹⁶ As defined in the Government's Counter Extremism Strategy <https://www.gov.uk/government/publications/counter-extremism-strategy>.

²⁰ As defined in the Revised Prevent Duty Guidance for England and Wales.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

¹⁷ As defined in the Terrorism Act 2000 (TACT 2000) <http://www.legislation.gov.uk/ukpga/2000/11/contents>

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due

regard¹⁸ to the need to prevent people from being drawn into terrorism”.¹⁹ This duty is known as the Prevent duty.

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

Channel

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

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

Statutory guidance on Channel is available at: [Channel guidance](#).

Additional support

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

¹⁸ According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹⁹ “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The Home Office has developed three e-learning modules:

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

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

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

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

Peer on peer/ child on child abuse

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

Sexual violence and sexual harassment between children in schools and colleges

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual

harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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

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

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003²⁴ as described below:

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

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

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

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

What is consent?²⁵ Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.²⁰

Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)

- a child under the age of 13 can never consent to any sexual activity;

²⁴ [Legislation.gov.uk.](#)

²⁵ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped or sexually assaulted in any way. More information: [here](#).

- the age of consent is 16;²¹
- sexual intercourse without consent is rape.

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;

²⁰ [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

²¹ It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking leading the school or college response. If in any doubt, they should seek expert advice.

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.²² It may include:
- consensual and non-consensual sharing of nude and semi-nude images and/or videos.²³ As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;

○ sharing of unwanted explicit content; ○ upskirting (is a criminal offence³⁰); ○ sexualised online bullying; ○ unwanted sexual comments and messages, including, on social media; ○ sexual exploitation; coercion and threats.

Upskirting³¹

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

The response to a report of sexual violence or sexual harassment

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

²² [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

²³ 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.

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

³⁰ [The Voyeurism \(Offences\) Act 2019](#) which amends the Sexual Offences Act 2003 to make upskirting a specific offence of voyeurism. The Act came into force on 12 April 2019.

³¹ Additional information can be found at [GOV.UK](#).

Toolkits

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

Additional advice and support

Abuse

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

Bullying

- [Preventing bullying including cyberbullying](#) - DfE advice

Children missing from education, home or care

- [Children missing education](#) - DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

Children with family members in prison

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance
- [Care of unaccompanied and trafficked children](#) – DfE statutory guidance
- [Modern slavery: how to identify and support victims](#) – HO statutory guidance

Drugs

- [Drug strategy 2017](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website
- [Drug and Alcohol education — teacher guidance & evidence review](#) – PSHE Association website

(so called) “Honour Based Abuse” including FGM and forced marriage

- [Female genital mutilation: information and resources](#)- Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory guidance
- [Forced marriage](#) - Forced Marriage Unit (FMU) statutory guidance
- [FGM resource pack](#) – HM Government guidance

Health and Well-being

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

Homelessness

- [Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance

Private fostering

- [Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

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

Violence

- [Serious violence strategy](#) - Home Office Strategy
- [Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office
- [Youth Endowment Fund](#) – Home Office
- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Ending violence against women and girls 2016-2020 strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance
- [Sexual violence and sexual harassment between children in schools and colleges](#)- DfE advice



Department
for Education

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Keeping children safe in education 2021

**Statutory guidance for schools and
colleges Part 5**

September 2021

Part five: Child on child sexual violence and sexual harassment

427. This part of the statutory guidance is about how schools and colleges should **respond to all reports and concerns** of child on child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online (what to look out for and indicators of abuse are set out in Part one of this guidance).
428. 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. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of **‘it could happen here’**.
429. 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.
430. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. As set out in Part one of this guidance, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships (see also sections on child sexual exploitation and child criminal exploitation at paragraphs 33-39).
431. Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.
432. But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report
433. You should read Part five alongside the Departmental advice: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges it contains](#) further detailed information on:
- what sexual violence and sexual harassment constitutes,
 - important context to be aware of, including; what is consent, power imbalances, and developmental stages,
 - harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves,

- related legal responsibilities for schools and colleges,
- advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment, and
- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).

Responding to reports of sexual violence and sexual harassment

434. Part two of this guidance is clear that systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.
435. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
436. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#).
437. This part of the guidance does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case. The guidance provides effective safeguarding practice and principles for schools and colleges to consider in their decision-making process.
438. Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.
439. There is support available for schools and colleges. Paragraph 52 and Annex A in the [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) advice provides detailed information and links to resources.

The immediate response to a report

Responding to the report

440. 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. As per Part one of

this guidance, if staff have **any** concerns about a child's welfare, they should act on them immediately rather than wait to be told.

441. 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.
442. It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.
443. As per Part one of this guidance, all staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:
- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
 - where the report includes an online element, being aware of [searching screening and confiscation](#) advice (for schools) and [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). **The key consideration is for staff not to view or forward illegal images of a child.** The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
 - not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
 - recognising that a child is likely to disclose to someone they trust: this could be **anyone** on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
 - recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
 - keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
 - listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions

and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;

- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, **it is essential a written record is made**;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Risk assessment

444. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:
- the victim, especially their protection and support;
 - whether there may have been other victims,
 - the alleged perpetrator(s); and
 - all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.
445. Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.
446. The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school or college risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

Action following a report of sexual violence and/or sexual harassment

What to consider

447. As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of '**it could happen here**'. Schools and colleges should be aware of, and respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed 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.

448. As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this guidance. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

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

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

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

However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school or college establishes the facts of the case and starts the process of liaising with children’s social care and the police, the alleged perpetrator(s) **should** be removed from any classes they share with the victim. The school or college should also **carefully** consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school or college, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

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

In all cases, the initial report should be carefully evaluated, reflecting the considerations set out at paragraph 448. The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

Options to manage the report

450. It is important that schools and colleges consider every report on a case-by-case basis as per paragraph 448. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children’s social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school or college taking immediate action to safeguard their children, where required.
451. There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment. It will be important in all scenarios that

decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school or college should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school or college that enabled the inappropriate behaviour to occur and where appropriate extra_teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:

1. Manage internally

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

2. Early help

- In line with 1 above, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the Early Help process is and how and where to access support.
- More information on Early Help is set out in Part one of this guidance with full details of the early help process in Chapter one of [Working Together to Safeguard Children](#).
- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.
- Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).
- Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.
- At the point of referral to children's social care, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk).
Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.
- Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 444-446 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school or college should be **immediate**.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy)

should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- **All concerns**, discussions, decisions and reasons for decisions should be recorded (written or electronic).

4. Reporting to the Police

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

- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools and colleges decide when to engage the Police and what to expect of them when they do: [When to call the police](#).
- Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim and alleged perpetrator(s) as required.
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.
- If schools or colleges have questions about the investigation, they should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).
- Whatever the response, it should be under-pinned by the principle that there is a **zero tolerance** approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Considering bail conditions

- The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance.
- Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions.
- Whatever arrangements are in place, the school or college will need to consider what additional measures may be necessary to manage any assessed risk of harm that may arise within their institution.
- Particular regard should be given to: the additional stress and trauma that might be caused to a victim within the institution; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).
- Careful liaison with the police investigators should help to develop a balanced set of arrangements.

Managing any delays in the criminal process

- There may be delays in any case that is being progressed through the criminal justice system. Schools and colleges **should not wait** for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s) and other children in the school or college. The risk assessment as per paragraph 444-446 will help inform any decision.

The end of the criminal process

- If a child is convicted or receives a caution for a sexual offence, the school or college should update its risk assessment, ensure relevant protections are in place for all the children at the school or college and, if it has not already, consider any suitable action in line with their behaviour policy. This process should include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remains in the same school or college as the victim, the school or college should be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school or college thinks are reasonable and proportionate with regard to the perpetrator(s)' timetable.
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school or college. It will be important that the school or college ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).
- Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school or college should continue to offer

support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. Schools and colleges should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.

Unsubstantiated, unfounded, false or malicious reports

452. As set out in paragraph 71 of Part one of this guidance, **all** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.
453. If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.
454. If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Ongoing response

Safeguarding and supporting the victim

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

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine.

Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

- Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.
- Support can include:
 - Early help and children's social care as set out in Part one of this guidance.
 - Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.
 - Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.
 - Child and adolescent mental health services (CAMHS) is used as a term for all services that work with children who have difficulties with their emotional or behavioural wellbeing. Services vary depending on local authority. Most CAHMS have their own website, which will have information about access, referrals and contact numbers.
 - The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors Partnership can provide details of services which specialise in supporting men and boys.
 - NHS - Help after rape and sexual assault - NHS (www.nhs.uk) provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics.
 - Rape and sexual assault referral centres services can be found at:
Find

Rape and sexual assault referral centres. Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111.
 - Childline provides free and confidential advice for children and young people.
 - Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.

- Childline / IWF: Remove a nude image shared online Report Remove is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.
456. Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools and colleges should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). Schools and colleges should respect and support this choice.
457. A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw.
458. It may be necessary for schools and colleges to maintain arrangements to protect and support the victim for a long time. Schools and colleges should be prepared for this and should work with children's social care and other agencies as required.
459. It is therefore important that the designated safeguarding lead knows how and where to seek support.
460. It is important that the school or college do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.
461. Whilst they should be given all the necessary support to remain in their school or college, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).
462. It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file. Information sharing advice referenced at paragraphs 105-113 will help support this process.

Ongoing Considerations: Victim and alleged perpetrator(s) sharing classes

Page 101 considered the immediate response to a report. Once the designated safeguarding lead (or a deputy) has decided what the next steps will be in terms of progressing the report, they should **carefully consider** again the question of the victim and alleged perpetrator(s) sharing classes and sharing space at school or college. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them.

It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools and colleges should follow general safeguarding principles as per this guidance.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during before and after school-based activities) and on transport to and from school or college where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s). As per paragraph 450, close liaison with the police is essential.

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

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.¹²⁵ Where the perpetrator(s) is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

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

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

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

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

463. Advice about safeguarding and supporting the alleged perpetrators is also set out in departmental advice: [Sexual violence and sexual harassment between children at schools and colleges](#). The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

- The school or college will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.
- Consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. HSB in young children may be

¹²⁵ Maintained schools, academies and pupil referral units should follow the statutory guidance [here](#).

Independent schools and colleges should consider excluding as per their own policies.

(and often are²⁴) a symptom of either their own abuse or exposure to abusive practices and or materials. More information on HSB can be found at paras 18-22 of the detailed advice, [Sexual violence and sexual harassment between children at schools and colleges](#). Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police. The NSPCC also provides free and independent advice about HSB: [NSPCC Learning - Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#).

- The Lucy Faithfull Foundation has developed a [HSB toolkit](#), which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse.
- The NSPCC provides free and independent advice about HSB: [NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#).
- [Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) provides a school self-assessment toolkit and guidance for addressing HSB in schools.
- StopItNow - [Preventing harmful sexual behaviour in children - Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.
- It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Advice on [behaviour and discipline in schools](#) is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair. Further information about exclusions can be found in statutory guidance for schools [Exclusions from maintained schools, academies and PRUs](#).
 - School can be a significant protective factor for children who have displayed HSB, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made. It is important that if an alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.
 - [Stop it now - professionals looking for advice](#) provides support for professionals in child sexual abuse prevention, so that they're well equipped to keep children safe.

²⁴ [Hackett et al 2013](#) study of children and young people with harmful sexual behaviour suggests that two thirds had experienced some kind of abuse or trauma.

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Key Changes to Keeping Children Safe in Education 2021:



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Keeping children safe in education (KCSIE) 2021

As we all know, keeping young people safe is a task that constantly evolves. However the last year has seen the risks posed to children accelerate faster than ever before.

In the last 12 months all school staff have had to find new ways to deal with the challenges that Covid-19 has presented. They've had to deal with the rise in mental health concerns stemming from isolation and uncertainty during the pandemic. Students' school lives and home lives have become blurred, their digital lives have become more and more significant, meaning that identifying threats has become increasingly difficult.

In June this year Ofsted published its review into sexual abuse in schools and colleges, after more than [3,000 schools were named during the Everyone's Invited campaign](#). The extent to which peer on-peer sexual assault permeated UK classrooms was further brought to light in a Tes survey, which revealed [55 per cent of secondary teachers had come across verbal sexual harassment](#). With abuse happening either online, within friendship groups or even in relationships, it had gone undetected until it was too late.

Over the past year the increased use of technology, fundamental to learning and social interaction during lockdown, has also put young people at risk. Tes News published guidance on [safeguarding students against abuse on OnlyFans](#) and other sites, while also highlighting the [dangers posed to students through Incel groups](#) on social media.

From September 2021 schools will need to adhere to the latest statutory guidance published by the Department for Education (DfE) in **Keeping children safe in education (KCSIE) 2021**. The document is regularly updated to keep pace with changes in the safeguarding landscape and has been amended to include more in depth guidance on peer-on-peer abuse, online safety, sexual harassment and sexual violence. It also draws increased attention to technology as being a significant component in many safeguarding and wellbeing issues.

Governing bodies and proprietors should ensure that the 167-page document is read and understood by key staff, with all staff who work directly with children required to read at least part one.

KCSIE 2021 will come into force on 1 September 2021 and at that point KCSIE 2020 will be withdrawn. Until then schools and colleges must continue to use KCSIE 2020.

In this guide we highlight the most recent changes to KCSIE to help your school keep up to date, train your staff and amend your policies effectively.



KCSIE 2021 key points

The guidance has been made more comprehensive in many areas. Sections have been reordered and more in-depth guidance has been included to improve the flow and aid in clarity. (Part one, Part three and Annexes)

- Online safety guidance and resources have been strengthened throughout many parts of the guidance in response to children and young people's increased exposure to harmful content, the receiving or sending of explicit images and the risk of phishing scams
- KCSIE 2021 now goes into detail about policies and procedures and what they should include, remote learning, filters and monitors, and how schools should manage information security
- Peer on peer abuse is also an area that has been strengthened throughout. With peer on peer abuse and sexual abuse and sexual harassment a key point is made that 'it could happen here'
- Annex A is now a condensed version of Part one and can be provided to staff who don't directly work with children

Overview

- Covid-19 guidance has now been withdrawn
- Part one – the flow of this section has improved and it contains more information on what a child protection policy should include
- Part two focuses on the importance of taking a whole school or college approach to safeguarding
- Part three on safer recruitment has been reordered
- Part four on allegations of abuse made against teachers, including supply teachers, other staff, volunteers and contractors has been reordered
- Annexes have been reordered
- Annex A is a condensed version of Part one

Summary page

Covid-19 guidance has now been withdrawn as the government expects all settings across the nation to reopen with full availability for all pupils. Local intervention will continue to be reviewed.

KCSIE now applies to providers of post-16 education, as set out in the Education and Training (Welfare of Children) Act 2021.

The 'Who is this guidance for' bullet points have been extended to include senior leadership teams.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

Part one of KCSIE sets out what all staff need to know, what they need to look out for and where they should report their concerns. It explains their safeguarding responsibilities, what the various forms of abuse and neglect look like, and what staff should do if they have concerns about safeguarding matters.

The flow of Part one has been improved.

The role of school and college staff

This section now includes references to promoting children's welfare.

What school and college staff need to know

Paragraph 13 now goes into more details on what staff need to know (additional wording highlighted):

'All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:

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

A new paragraph (18) has been included:

' 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.'

What school and college staff should look out for

Early help

This updated list (paragraph 19) includes:

- 'has certain health conditions' 'has
- a mental health need'
- is associated with county lines
- 'is persistently absent from education'

Abuse and neglect

This text has been revised and extended (paragraph 20):

'All staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection.'

There is reference to technology being a significant component in many safeguarding and wellbeing issues (paragraph 24):

'Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.'

Highlighted in the section is paragraph 25:

'In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (or deputy).' Indicators of abuse and neglect

Paragraph 29, Sexual abuse, removes the reference to 'high level of violence' changing it to 'involving violence'.

Safeguarding issues

Paragraph 31 has been extended and reordered, with an update to the terminology used for sexting, including sharing nudes and semi-nude images or videos:

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

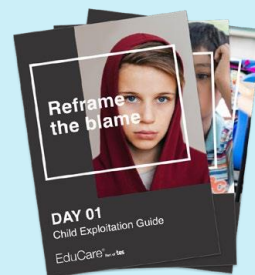
Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

The section on CCE and CSE has been extended from two paragraphs to six. It emphasises how children and young people can be exploited and how the experiences of boys and girls can be different.

Reframe the blame

Sign up for our free 7-day guide to learn more about the signs of exploitation.

Get guide: educare.co.uk/child-exploitation-guide



Paragraph 38 has been introduced to explain how any child can be coerced:

‘CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.’

Mental health

A link to the [mental health and behaviour in schools guidance](#) has been added.

Peer on peer abuse (child on child)

This section has been extended to include more detailed text. Paragraph 46 raises the point that staff should understand that even if there are no reports in their school or college, it doesn't mean it's not happening:

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

The list describing peer on peer abuse (paragraph 49) now includes (or text has been extended):

- ‘intimate personal relationships between peers’
- sexual activity without consent
- ‘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).’

Serious violence

This section has been extended section to include more detailed text (paragraph 52):

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

How we can help

Tes Safeguarding, our online safeguarding and duty of care training package, powered by EduCare, has a range of courses to support your staff:

- Serious Youth Violence – written in partnership with The Children’s Society
- Harmful Sexual Behaviour – written in partnership with Brook
- Peer on Peer Abuse – reviewed by Dr Carlene Firmin

Find out more: tes.com/safeguarding-training

What school and college staff should do if they have concerns about a child

There is additional detail on sharing information, particularly as problems first emerge or if a child is already known to the local authority.

Statutory children’s social care assessments and services

The section has been extended to include (paragraph 62):

‘Concerns about a child’s welfare should be referred to local authority children’s social care.’

The section highlights the importance of social care assessments and the importance of contextual safeguarding and includes paragraph 64:

‘The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children’s social care contact number.’

Record keeping

This section is extended to include more detailed text (paragraph 71):

‘All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.’

Records should include:

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

How we can help

Safeguard my School, our safeguarding reporting and monitoring software, enables staff to easily report safeguarding concerns, ensure compliance with current legislation and provide evidence for inspections.

Find out more: tes.com/safeguard-my-school

Why is all of this important?

Examples of poor reporting practice (paragraph 73) have been made clearer:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- **not sharing information with the right people within and between agencies;**
- sharing information too slowly;
- a lack of challenge to those who appear not to be taking action.'

What school and college staff should do if they have safeguarding concerns about another staff member

This text has been made clearer.

Part two: The management of safeguarding

Part two of KCSIE sets out the arrangements for the management of safeguarding, including the responsibility of governing bodies and proprietors, the role of designated safeguarding leads (DSLs) and the safeguarding policies and procedures that should be in place. This part of the guidance has had paragraphs moved to improve flow.

The responsibilities of governing bodies, proprietors and management committees

Legislation and the law

A new paragraph has been introduced to include schools or colleges that have charitable status.

'Charity Commission guidance on charity and trustee duties to safeguard children is available at GOV.UK'.

Whole school and college approach to safeguarding New

paragraphs 82 and 83 read:

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

Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.'

Safeguarding policies and procedures

This section has been updated to make clearer what the child protection policy should include; this is now a bullet pointed list. It emphasises the importance of the child protection policy reflecting the whole school approach to peer on peer abuse.

Children missing education has now been moved to a new section.

Safer recruitment policies are referenced, stating they should be in accordance with part three of the guidance.

Multi-agency working

This section has been reworded.

Information sharing

This section makes clear that schools and colleges have powers to hold and use information as well as share information to promote a child's welfare.



Staff training

New paragraphs give more detail about safeguarding training. They state that governing bodies and proprietors should ensure that all staff undergo regular, updated safeguarding training (including online safety) and ‘[the requirement to ensure children are taught about safeguarding, including online safety.](#)’ All safeguarding training for staff should be ‘[integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.](#)’ Paragraph 116 says:

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

And paragraph 118 states that:

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

Opportunities to teach safeguarding

This section has been updated to reflect mandatory RSHE.

Online safety

Most of Annex D: Online safety (previously Annex C: Online safety) has moved to this section.

The section includes online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety provision and information and support.

The issues within online safety are now categorised into four areas of risk:

- Content
- Contact
- Conduct
- ‘Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams’

Online safety policy

Paragraph 126 states:

‘Considering the four Cs (above) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact that many children and young people have unlimited and unrestricted access to the internet.’

It continues to explain that this makes it easier for children to share indecent images and sexually harass peers.

Remote learning

A new paragraph on remote learning has been introduced.

Filter and monitoring

This section explains that schools should have appropriate filters and monitoring in place, and that the age range, number of children and how often they access IT systems should be taken into consideration.

Information security and access management

Paragraph 131 states that 'Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place...'

Reviewing online safety

This sections states that all aspects of online safety should be regularly reviewed and provides links to a range of helpful resources and tools from UKCIS and the 360 safe website.

What school and college staff should do if they have a safeguarding concern or an allegation is made about another staff member

Lower level concerns have been moved to section two of part four of the guidance.

There is a new paragraph (143) on teacher dismissal:

'Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.'

Peer on peer/child on child abuse

This section has been made clearer and states the importance of including peer on peer abuse in the child protection policy. It also states that a zero tolerance approach to abuse should be part of the statement made in the policy.

Boarding schools, residential special schools, residential colleges and children's homes This full section has been moved from Annex D.

Use of school or college premises for non-school/college activities

This guidance now covers what governing bodies or proprietors should do if hiring or renting parts of the school/ college.

Alternative provision

Text has been included to highlight the vulnerability of those attending alternative provision.

Children potentially at greater risk of harm

This section now includes text that makes it clear which pupils are at a greater risk of harm.

Children missing from education

This information has been moved from the previous section.

Elective Home Education (EHE)

There are three new paragraphs to reflect elective home education. Paragraph 165 states:

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

Children requiring mental health support

This text has been extended to include additional guidance on preventing and tackling bullying, mental health and behaviour in schools.

The use of 'reasonable force' in schools and colleges

This section has been moved to Part two, paragraph 150-154.



Part three: Safer recruitment

Part three sets out the safer recruitment arrangements that schools and colleges should adopt, and describes in detail the checks that are required for individuals working or visiting a school or college. The structure of this section has been significantly changed.

There are no changes to statutory requirements, but new text has been added and relevant staff are advised to read it.

All safer recruitment has now been grouped into this section.

Pre-appointment vetting checks, regulated activity and recording information (new title)

There is added information about the Education and Training (Welfare of Children) Act 2021 which extends safeguarding provisions to post 16 education:

Vetting practice now includes best practice to include checking a person's birth certificate. There is extra information on when a separate barred list check must be done (paragraph 229): ‘

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS)
- Where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation’

Prohibitions, directions, sanctions and restrictions

Secretary of State section 128 direction

There is extended text that gives clarification on section 128 (the prohibition or restriction of ‘an unsuitable individual from participating in the management of an independent school, including academies and free schools’).

How to check TRA, Teacher Employer Access service for prohibitions, directions, sanctions and restrictions

Extended text clarifies the checking procedures.

Other checks that may be necessary for staff, volunteers and others, including the responsibilities on schools and colleges for children in other settings (new title)

Extended text clarifies other checks that may be carried out.

How we can help

Our **Safer Recruitment in Education** course, accredited by Secured by Design, will help your school to ensure that, while making recruitment decisions, children, young people and at risk adults are safeguarded from harm.

Get whole-school access to this course, and over 40 others, with Tes Safeguarding, our online safeguarding and duty of care training package, powered by EduCare.

Find out more: tes.com/safeguarding-training

Part four: Allegations of abuse made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

Part four of KCSIE is about managing cases of allegations that might indicate a person poses a risk of harm if they continue to work in their present position or in any capacity with children in a school or college.

Part four highlights the importance of creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately.

This section has been significantly changed in terms of structure, but not content. As a result of the consultation, it has been separated into two sections:

Section one: Allegations that may meet the harms threshold.

Section two: Allegations/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’.

Section one: Allegations that may meet the harms threshold

Subheadings are:

- The initial response to an allegation – and under this; No further action, Further enquiries, Supply teachers and all contracted staff, Governors, Suspension
- Supporting those involved
- Confidentiality and information sharing
- Allegation outcomes
- Following a criminal investigation or a prosecution
- Unsubstantiated, unfounded, false or malicious allegations
- Returning to work
- Managing the situation and exit arrangements
- Record keeping
- References
- Learning lessons
- Non-recent allegations

There's more reference to the local authority designated officer (LADO) throughout the section.



There's a new paragraph to include how a member of staff behaves outside school or college, that might make an individual unsuitable to work with children. This is known as a transferable risk.

Paragraph 365 states:

'Schools and colleges should ensure they understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school or college at the time of the allegations? did the individual, or could they have,
- come into contact with the child?
- Are there any witnesses?
- was there any CCTV footage?

And paragraph 346 says:

'These are just a sample of example questions. Schools and colleges should be familiar with what initial information the LADO will require. This information can be found in local policy and procedural guidance provided by the LADO service.'

Section two: Concerns that do not meet the harm threshold

These are referred to as 'low level concerns'. Paragraph 406 states:

'Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold set out above. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.'

Subheadings are:

- Low level concerns; including a definition under the heading; What is a low level concern?
- Staff code of conduct and safeguarding policies
- Sharing low-level concerns
- Recording low-level concerns
- References
- Responding to low-level concerns

It will be important for schools and colleges to understand the local procedures and have an initial discussion with the LADO to discuss any areas for clarity.

How we can help

Our **Managing Allegations of Abuse Against Staff** course, written in partnership with Ann Marie Christian, looks at the importance of being alert and what staff should do if they have a concern about a colleague's behaviour, motivations or intentions, what happens when an allegation is made and the potential outcomes.

Get whole-school access to this course, and over 40 others, with Tes Safeguarding, our online safeguarding and duty of care training package, powered by EduCare.

Find out more: tes.com/safeguarding-training

Part five: Child on child sexual violence and sexual harassment

Part five of KCSIE sets out what governing bodies and proprietors should be doing to respond to reports of child on child sexual violence and sexual harassment and ensure they are managed appropriately.

Text has been added in the introduction to add context to the guidance, making it clear that schools and colleges should respond to all reports and concerns of child sexual violence and sexual harassment, including those that have happened outside the school or college premises and/or online.

Paragraph 429 states:

'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. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of **'it could happen here'**.

This section should be read alongside [Sexual violence and sexual harassment between children in schools and colleges 2021](#).

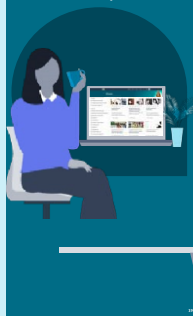
This guidance also comes into force on 1 September 2021.

Schools and colleges must continue to use the 2018 version until then.

See our guide to the changes to Sexual violence and sexual harassment between children in schools and colleges 2021 starting on page 19.

See guide on page 19

Sexual violence and sexual harassment between children in schools and colleges 2021:
How will it affect you?



Responding to reports of sexual violence and sexual harassment

This section includes new paragraphs to highlight the importance of understanding the scale of harassment and abuse, and how downplaying behaviours can lead to a culture of unacceptable behaviours.

The immediate response to a report

There are new paragraphs highlighting:

- That children may not find it easy to tell staff about their abuse verbally
- 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
- That it's essential to reassure all victims that they're being taken seriously, regardless of how long it has taken them to come forward and that they'll be supported and kept safe
- The importance of taking a zero tolerance approach
- The importance of recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, and so children may not be able to recall all the details or the timeline of the abuse
- That abuse occurring online should not be **downplayed** and should be treated seriously
- That certain children may face additional barriers in telling someone because of their disability, sex, ethnicity and/or sexual orientation

Unsubstantiated, unfounded, false or malicious reports (new section)

Perpetrator(s) is now included rather than perpetrator.

The text highlights that sexual violence and sexual harassment can take place within **intimate** personal relationships between peers.

Ongoing response

Child and adolescent mental health services (CAMHS) has now been included.

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviours

Further information has been given on harmful sexual behaviours (HSB).



Annex A: Safeguarding information for school and college staff

This is one of the biggest changes. Annex A was titled 'Further safeguarding information' and this has moved to Annex B.

The new Annex A 'is a condensed version of Part one of Keeping children safe in education. [It can be provided \(instead of Part one\) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare and safeguard children.](#)' Subheadings are:

- The role of school and college staff
- What school and college staff need to know
- What school and college staff should look out for
- What school and college staff should do if they have concerns about a child
- Why is all of this important?
- What school and college staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children
- What school or college staff should do if they have concerns about safeguarding practices within the school or college

Annex B: Further information

[Child abduction and community safety incidents](#) and [Modern slavery and the National Referral Mechanism](#) have been added as new sections.

[Child criminal exploitation \(CCE\) and child sexual exploitation \(CSE\)](#) have been put into one heading and the information has been expanded. It is stated that 'Children who have been exploited will need additional support to help maintain them in education.'

More information has been added to County lines, Cybercrime, Peer on peer/child on child abuse and Preventing radicalisation.

Annex C: Role of the designated safeguarding lead (previously **Online safety**)

This section has been slightly reordered and new text has been added.

Working with others

This section now includes:

- Taking a holistic approach to meet a child's needs
- Liaising with mental health leads and support where there are safeguarding concerns
- Promoting educational outcomes by knowing the welfare, safeguarding and child protection issues
- Promoting supportive engagement with parents/carers
- Ensuring that the school or college knows who its cohort of children who currently need a social worker are
- Supporting teaching staff to feel confident to provide additional academic support or reasonable adjustments to help children who need, or have needed, a social worker to reach their potential

Information sharing and managing the child protection file

This section states:

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

A time frame has been added to the transfer of files:

'Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.'

Understanding the views of children are new titles within the section.

Annex D: Online Safety (previously **Boarding schools, residential special schools, residential colleges and children's homes**)

Most of the content has been moved to Part two and links to further guidance have been updated and added.

2021 (previously Disclosure and Barring Service checks)



Sexual violence and sexual harassment between children in schools and colleges 2021: How will it affect you?



Sexual violence and sexual harassment between children in schools and colleges 2021

Summary

About this advice

This guidance starts by setting out its purpose:

‘This is advice provided by the Department for Education (the department). Its focus is child on child sexual violence and sexual harassment at schools and colleges. The advice covers children of **all ages**, from primary through to secondary stage and into colleges and online. For the purposes of this advice, a child is anyone under the age of 18. Whilst the focus of the advice is on protecting and supporting children, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required.’

Other advice and guidance

This section explains that this guidance should not be read in isolation and provides amended links to other advice and guidance: ‘

- [Keeping children safe in education](#) (statutory guidance for schools and colleges)
- [Relationship Education, Relationships and Sex Education and Health Education](#)
(statutory guidance for schools)
- [Working Together to Safeguard Children](#) (statutory guidance for schools and colleges)
- [Exclusions from maintained schools, academies and PRUs](#) (statutory guidance for schools)
- [Behaviour and Discipline in Schools](#) (advice for schools)
- [Children Missing Education](#) (advice for schools)
- [Cyberbullying](#) (advice for schools)
- [The Equality and Human Rights Commission](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Equality Act 2010](#) and [Public Sector Equality Duty](#) (advice for schools)
- [Equality Act 2010 Technical Guidance](#) (advice for further and higher education providers)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Rise Above](#) (advice by Public Health England for schools)
- [Preventing and Tackling Bullying](#) (advice for schools)
- [Promoting children and young people’s emotional health and wellbeing](#) (advice for schools)
- [Teaching about relationships sex and health](#) (guidance for schools)
- [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people’](#)

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

Context

More emphasis is put on sexual violence and sexual harassment and that it 'can occur between two children **of any age or sex**, from primary through to secondary into colleges.' This section now goes into a lot more detail, providing the following points: '

- All staff working with children are advised to maintain an attitude 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.
- Children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college....
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Along with providing support to children who are victims of sexual violence or sexual harassment, the school or college...needs to provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support can, and should, occur at the same time if necessary.
- Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.'

The evidence

Reference to Ofsted's review of sexual abuse in schools and colleges, and other nationally collected statistics, is used as evidence to highlight the importance of understanding sexual violence and sexual harassment.

What schools and colleges should be aware of

In this section the text has been changed. There is an emphasis on the phrases '**it could happen here**' and '**all reports and concerns**' should be responded to (paragraph 8).

It's stated that 'a zero-tolerance approach' should be taken to sexual violence and sexual harassment, and that:

'Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it [sic] can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.'

Sexual violence

This section states that sexual violence '**can happen both inside and outside** of school/college.' (paragraph 13).

A description for '**Causing someone to engage in sexual activity without consent**' has been added (paragraph 14):

'A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).'

Further information about consent is given via a link to [Rape Crisis England & Wales – Sexual consent](#).

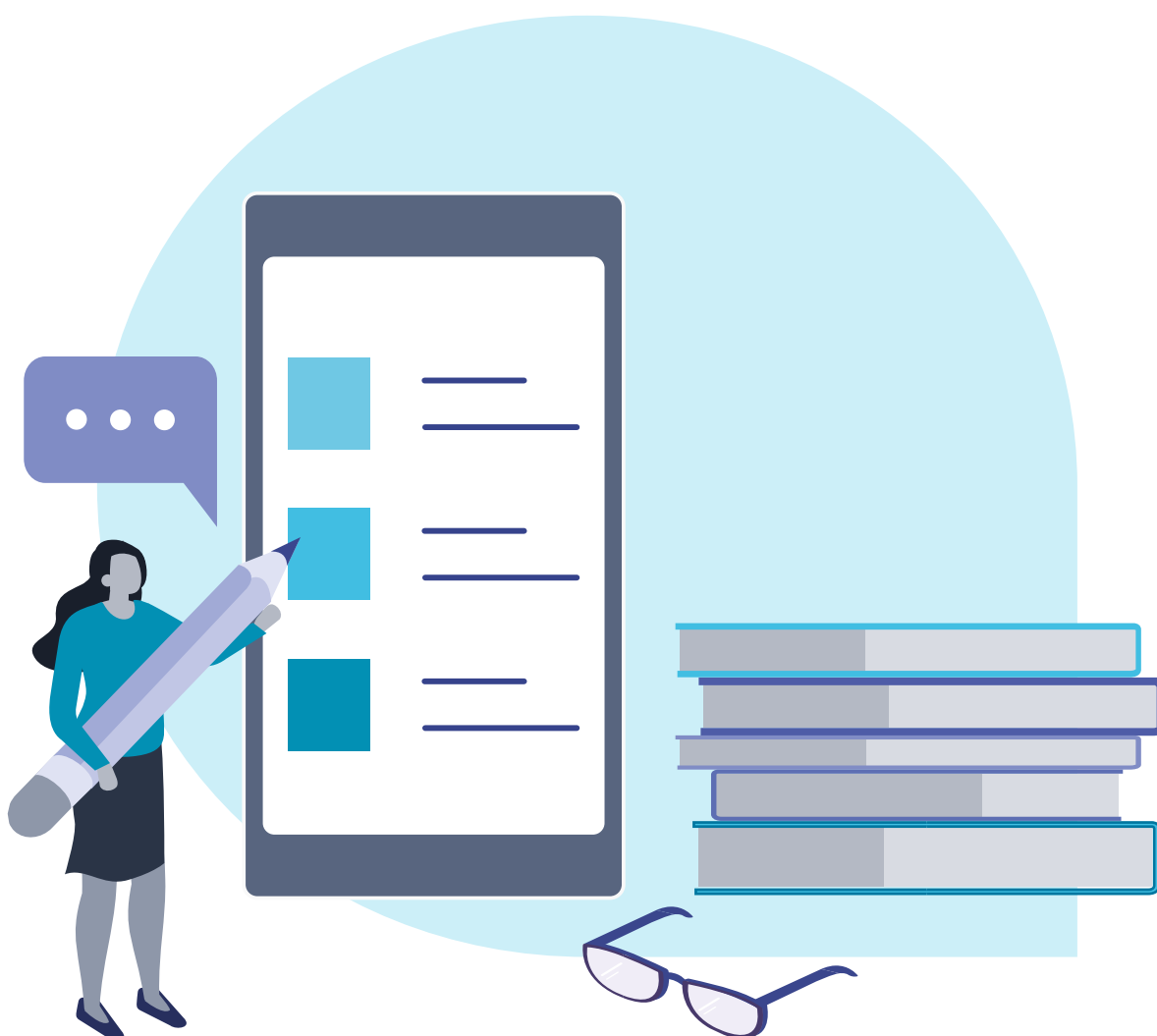
Sexual harassment

The list of examples of online sexual harassment (paragraph 16) had been extended to include: ‘

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

Harmful sexual behaviour (HSB)

Paragraph 19 states that ‘confidential, specialist support and advice on HSB is available from the specialist sexual violence sector’. Links to organisations and guidance are then provided.



Part two: What are schools and colleges legal responsibilities

Extra paragraphs have been included referencing safeguarding partnerships.

Paragraph 23 states:

‘Furthermore, schools and colleges have a statutory duty to co-operate with safeguarding partnerships once designated as relevant agencies. Equally, safeguarding partners are expected to name schools and colleges as relevant agencies and engage with them in a meaningful way.’

Paragraph 25 states:

‘Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) is now mandatory...The Department has produced a one-stop page for teachers on GOV.UK which can be accessed here: [Teaching about relationships, sex and health](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.’

How we can help

The professional studies package on our online training platform, Develop, has a range of courses to support your staff:

- Managing Difficult Conversations with Parents (focusing on Relationship Education)
- Relationship Education for Primary
- Teaching Relationships, (Sex) and Health Education (within a framework of PSHE in primary schools) NEW IN2021
- Teaching Relationships, Sex and Health Education (within a framework of PSHE in secondary schools) NEW IN2021

Find out more: [tes.com/professional-studies](https://www.tes.com/professional-studies)

Legal responsibilities and equality policies

In paragraph 26 the sentence ‘**Being subjected to sexual violence or sexual harassment may breach any or all of these rights, depending on the nature of the conduct and the circumstances.**’ is now in bold text.

Part three: A whole school or college approach to preventing child on child sexual violence and sexual harassment

Introduction

This section emphasises the importance of taking a whole school approach and states that ‘Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.’ (paragraph 29).

Paragraph 31 states:

‘Systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views and give feedback.’

Extra-familial harms (extra section)

Paragraph 32 states:

‘...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, sexual abuse, serious youth violence and county lines.’

The role of education in prevention

A planned curriculum as part of a whole school approach

More detail is given on taking a whole school approach and that (paragraph 38):

‘This will be underpinned by the school’s behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum...which may tackle such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

Paragraph 39 states:

‘Relationships Education for all primary school age pupils, Relationships and Sex Education (RSE) for all secondary school age pupils, and Health Education for all pupils in state-funded schools is compulsory.’

It also provides links and detailed information on guidance to help with the delivery of RSHE.

Specialist support and interventions

More detailed information is given on using external specialist support.

Part four: Responding to reports of sexual violence and sexual harassment

Introduction

Extra text has been added referencing the statutory guidance Keeping children safe in education.

Paragraph 47 states:

‘Schools and colleges not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.’

Paragraph 48 states:

‘Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any report. Governing bodies and proprietors should ensure that the school or college contributes to multiagency working in line with statutory guidance [Working Together to Safeguard Children](#).

Paragraph 50 confirms that each report should be dealt with on a 'case-by-case basis'.

Support for schools and colleges

Paragraph 51 includes the information:

'The multi-agency safeguarding partners including local authority children's social care should have a comprehensive range of effective, evidence-based services in place to address assessed needs early.'

A list of support partners is then included. It also states that 'Additional information including various avenues of support are set out in Annex A of the advice.'

The immediate response to a report

Responding to the report

There is clearer text on responding to a report. Paragraph 55 states:

'It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.'

Paragraph 56 states:

'As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with their child protection policy.'

Extra text has been added referencing Keeping children safe in education.

Action following a report of sexual violence and/or sexual harassment

What to consider

'Other related issues and wider context' bullet point now includes **'any links to child sexual exploitation and child criminal exploitation.'**

Paragraph 74 explains that sexual violence or harassment banter should not be ignored as it 'can lead to a culture of unacceptable behaviours and an unsafe environment for children'.

Options to manage the report 2. Early help

New bullet points have been added: '

- **Multi-agency early help will work best when placed alongside strong school or college policies, preventative education as set out in Part three of this advice and engagement with parents and carers.**
- **Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).**
- **Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable and will not be tolerated.'**

3. Referrals to children's social care (extra section)

Considering bail conditions

The text has been changed to include assessed risk of harm.

Unsubstantiated, unfounded, false or malicious reports (extra section)

Ongoing response

Safeguarding and supporting the victim

The text in this section has been rearranged to flow better.

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour (title extended)

This title has been extended and the text includes harmful sexual behaviour.

Safeguarding other children

The emphasis on taking a whole school approach has been included. Paragraph 102 states:

‘A whole school or college approach to safeguarding, a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated, and a strong preventative education programme will help create an environment in which all children at the school or college are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.’

Annex A: Further information

A list of specialist organisations, support for victims, toolkits, confidentiality, information sharing, further information on sharing nudes and semi-nudes and support for parents/carers is provided.



Let us help you to support all your students and keep them safe.

For more information visit:



tes.com/for-schools/safeguarding

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