All Saints' CEVCP School

Child Protection and Safeguarding Policy 2022-23

Inspire   Challenge   Succeed

"At our Church of England School our vision is that all children leave All Saints' as confident, resilient and reflective individuals, with a lifelong love of learning and a curiosity and respect for the world around them."

"In everything, treat others the same way that you want them to treat you" – Matthew 7:12

Review frequency	Annually or following updates to statutory guidance	Approval level required	See below*
Approved by	Headteacher/DSL and Named Safeguarding Governor	Approval date	19 August 2022
Signed		Print name	Richard Harding Named Safeguarding Governor
Signed		Print name	Clare Lamb Headteacher and DSL
Approved by	Full Governing Body	Approval date	12 October 2022
Signed		Print name	Katie Haselhurst – Chair of the Governing Body

- **In order for the policy to be ready for use in school from the start of the autumn term, the governing body delegates interim approval rights to the Headteacher (also the DSL) and Named Safeguarding Governor. This remains in force until the first full governing body meeting of the autumn term.**

Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified.
(Working Together to Safeguard Children – July 2018)

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.
(Keeping Children Safe in Education - September 2022)

This policy refers throughout to Keeping Children Safe in Education statutory guidance dated September 2022. It will be reviewed annually or more frequently if updates to the statutory guidance require it. It will be published on the school website and made available in paper format upon request. It uses the model policies such as those issued by Suffolk County Council/Suffolk Safeguarding Partnership as a reference but has been adapted to reflect the context and ethos of All Saints' and the particular needs and context of our pupils.

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

Key Contacts

Role:	Name and contact details:
Designated Safeguarding Lead (DSL)	Clare Lamb – Via school 01284 828223 or 07879 630485 out of hours.
Alternate DSL	Suzanne Kemp
Named safeguarding governor and CiC	Richard Harding – 07981 624488
Chair of Governors	Katie Haselhurst – 07772 204493 or governors@allsaintsprimary.org
School e-Safety Lead	Clare Lamb
Designated teacher for Children in Care and children previously in care (CiC)	Clare Lamb
Local Authority Designated Officer (LADO)	LADO@suffolk.gov.uk LADO Central number 0300 123 2044

Other useful contacts are:

Multi-agency Safeguarding Hub (MASH) Professional Helpline: 0345 606 1499
Customer First (Professional Referral Line) for use in emergencies only: 0345
606 6167 Customer First: 0808 800 4005
Police (emergency only): 999
Suffolk Police main switchboard: 01473
613500
Suffolk Police Cybercrime Unit: 101
Suffolk Safeguarding Partnership https://suffolksp.org.uk/
Suffolk County Council's Children Missing Education Contact Centre - 0345 606 6067
Channel Helpline: 020 7340 7264

Definitions

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

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

Abuse is a form of maltreatment and may involve inflicting harm or failing to act to prevent harm.

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

Section 7 defines neglect and abuse in more detail.

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

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1. Ethos statement

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Safeguarding in All Saints' CEVCP School is considered to be everyone's responsibility and as such, our school aims to create the safest environment within which every pupil has the opportunity to achieve their best possible outcomes. The purpose of the All Saints' CEVCP School Child Protection and Safeguarding Policy is to provide a secure framework for all adults working or volunteering in the school to enable them to safeguard and promote the welfare of pupils. It covers how we deal with more serious child protection concerns as well as day-to-day safety and welfare issues including low level concerns and early help.

The policy aims to ensure that:

- Staff, pupils, governors, visitors, volunteers and parents adopt and attitude that 'it could happen here', are aware of the expected behaviours and the school's statutory responsibilities in relation to its pupils.
- We establish and maintain an environment where all of our pupils are safe and protected from harm and when there are concerns about the welfare of a child, staff members always act in the child's best interests.
- Children feel safe and adopt safe practices supported by the curriculum including being able to talk to staff, with the confidence that they will be listened to, if they have a worry or concern.
- Children who have additional/unmet needs are supported appropriately. This could include referral to early help services or social care services if they are potentially a child in need or have been / are at risk of being abused and neglected or via the school's own emotional and pastoral support services.
- Staff, governors and volunteers are properly trained to enable them to understand and recognise safeguarding issues and how to report them.
- Parents are supported to help keep their children safe outside of school, including online.

Equalities

Everyone at All Saints' CEVCP school is committed to anti-discriminatory practice and understands their statutory and moral responsibilities around equalities. We recognise that some children are at increased risk of neglect and abuse and that additional barriers may exist for some children when it comes to recognising or disclosing it. We ensure that all children have the same protection, regardless of any barriers they may face.

This includes giving special consideration to children who:
- Have special educational needs (SEN), disabilities or health conditions (see section 11)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 11)

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- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

2. Introduction

The governing body recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, [Keeping Children Safe in Education 2022 (KCSiE)](#) ,[Working Together to Safeguard Children](#) and locally agreed inter-agency procedures put in place by the [Suffolk Safeguarding Partnership](#).

This policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the child protection and safeguarding arrangements for our school and is one of a suite of policies and procedures which encompass our safeguarding responsibilities. In particular, this policy should be read in conjunction with the school's:

- Staff Code of Conduct
- Governors Code of Conduct
- Acceptable Use of IT Policy
- Safer Recruitment Policy
- E-Safety Policy
- Behaviour Policy
- Anti-Bullying and Cyberbullying Policy.
- Whistleblowing Policy
- Sex and Relationships Education Policy
- Attendance Policy
- Designated Teacher for Looked After and Previously Looked after Children Policy
- Health and Safety Policy

The governing body expects that Governors will also ensure that they have read and understood Part Two of KCSiE. Staff and governors will also be required to have read an understood Parts 1, 5 and Annex B of KCSiE along with additional sections should their roles or the situation require it.

The governing body will ensure that arrangements are in place for themselves and all staff members to receive appropriate safeguarding and child protection training which is regularly updated.

Compliance with the policy will be monitored by the Headteacher and named safeguarding governor.

Where the school places a pupil with an alternative provision provider, we recognise that we continue to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The DSL will get written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment in line with those checks that we would otherwise perform in respect of our own staff. In addition, regular contact with the setting will take place to ensure that the needs of the child are being met.

3. Statutory framework

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Section 175 of the Education Act 2002 places a statutory duty on governing bodies to have policies and procedures in place that safeguard and promote the welfare of children and young people who are pupils of the school which must have regard to any guidance given by the Secretary of State.

In accordance with statutory guidance, Working Together to Safeguard Children 2018, a Local Safeguarding Partnership (LSP) must be established for every local authority area. The LSP has a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. In Suffolk, all professionals including staff in schools should work in accordance with the multi-agency procedures developed by the Suffolk Safeguarding Partnership (SSP) which can be found on their website at: https://suffolksp.org.uk/

As well as the statutory guidance already mentioned, this policy is based on the following legislation.:
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques:
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter- Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) Regulations 2009 (and 2018 amendment) and Childcare Act 2006, which set out who is disqualified from working with children
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

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4. Key roles and responsibilities

All Staff

All staff will:
- Know and understand this child protection and safeguarding policy and their responsibility to implement it. Staff must, as a minimum, have read and understand [Parts One, Five and Annex B of KCSiE](#). annually.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBT to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety policy and the safeguarding response to children who go missing from education
- The early help process/common assessment framework and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

Section 6 and Appendix A of this policy outline how staff are supported to do this.

Governing Body

Governors will read and understand [Parts One, Two, Five and Annex B of KCSiE](#) annually and other sections as required by their role. This is written into a Code of Conduct that all governors sign.

The governing body will:

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- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a Named Safeguarding Governor to monitor the effectiveness of this policy in conjunction with the full governing body.
- Make sure:
  - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
  - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
  - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
  - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
  - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

The governing body will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children and that the school's safeguarding arrangements take into account the procedures and practice of the local authority and the Suffolk Safeguarding Partnership.

The governing body will inform Suffolk County Council annually about the discharge of their safeguarding duties by completing the safeguarding self-assessment audit (Section 175 return).

Designated Safeguarding Lead (DSL)

The DSL will have the appropriate status and authority to carry out the duties of the post. At All Saints', our DSL is the Headteacher, Clare Lamb.

The DSL will take lead responsibility for safeguarding and child protection (including online safety). This is explicit in their job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex C of KCSiE).

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent, the deputy, Suzanne Kemp will act as cover.

The DSL will be given the time, funding, training, resources and support to:
- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour.

The DSL will also:

- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

Headteacher

The headteacher will ensure that:
- the policies and procedures adopted by the governing body are fully implemented
- staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- staff and volunteers understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- this policy is communicated to parents/carers when their child joins the school and via the school website
- sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities including ensuring that DSL cover is in place when they are absent
- all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- they act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- they make decisions on all low-level concerns
- staffing ratios are met where applicable

5. Early help

All staff should be aware of the early help process and understand their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs (see Section 12: Information Sharing). In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:
- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (SEN) (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 or sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending?
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or 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 (FGM) or forced marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day

6. Training

The governing body will ensure that all staff receive appropriate safeguarding and child protection training which is regularly updated and in line with advice from SSP. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Training for teachers will have regard to the Teachers' Standards to support the expectation that all teachers:
- Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all pupils

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the school's safeguarding and child protection policy, the staff code of conduct, whistleblowing, online safety and the role of the designated safeguarding lead. Copies of the school's policies, procedures and Parts One, Five and Annex B of KCSiE will be provided to new staff at induction. The

Headteacher will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

In addition, the School Business Manager will receive training on Safer Recruitment, Children Missing Education and maintaining the Single Central Record.

Our DSL and Deputy DSL will undertake further safeguarding training in addition to the whole school safeguarding training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wider agenda of safeguarding issues. This will support both the DSL /Deputies to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our school. This includes taking part in multi-agency training and how we contribute to the assessment of children and the early help offer.

Volunteers will also receive safeguarding training during their induction and updates in the same way that staff do. Records are kept by the Headteacher. They are also given a booklet to remind them of their responsibilities.

Catering and Cleaning staff are also included in the school's safeguarding training even though they also receive this through their employer. This is to ensure that they are familiar with the specific procedures and contact for our school.

Our governing body will have access to and complete safeguarding training upon induction and every three years. Our Named Safeguarding Governor will undertake additional Named Governor, Safer Recruitment and Prevent training at least every two years to enhance their oversight and support their employers' role in handling allegations against adults who work with children and young people, including our staff and volunteers.

7. Curriculum

The governing body will ensure that children and young people are taught about safeguarding, including online safety, as part of a broad and balanced curriculum. This teaching will also cover appropriate behaviour and consent, including the consequences of sexually inappropriate behaviour and its impact on victims.

This is in order to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to. It includes covering relevant issues through Sex and Relationships Education and through Personal, Social, Health and Economic Education (PHSE).

The governing body will also ensure there is a comprehensive curriculum response to e-safety issues, enabling children and their parents to learn about the risks of new technologies, communication and social media, how to use these responsibly and what to when things go wrong.

8. Recognising concerns - signs and indicators of abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple

issues will overlap with one another.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment. All staff, but especially the designated safeguarding lead (and deputy) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. It is important that staff provide as much information as possible as part of the referral process. Additional information can be found here: [Contextual Safeguarding](#)

Indicators of abuse and neglect

Abuse is defined as 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. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

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

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

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

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

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inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The sexual abuse of children by other children is a specific safeguarding issue in education (see Specific safeguarding issues in Appendix A)

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:
- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (Source Keeping Children Safe in Education 2022)

9. Specific safeguarding issues

KCSiE provides important additional information about specific forms of abuse and safeguarding issues in Annex B. All staff, governors and volunteers should read this annex in order to carry out their safeguarding duties effectively. It can also be found as Appendix A to this policy.

It is important to know how to spot the signs in children that all of these forms of abuse might lead to but inevitably, some issues will be more relevant to the context of our school and local area. For All Saints' and Suffolk, we would expect to see higher prevalence of issues around domestic violence, county lines, right-wing extremism and attendance/home education and so it is particularly important that staff are confident in identifying how these forms of abuse would manifest themselves.

The last few years have seen a huge increase in our understanding of the prevalence of child-on-child sexual abuse in schools nationally. Historically, this has not been identified as an issue at All Saints' but we should not be complacent and all staff are encouraged to take the view that a degree of sexual abuse takes place in every school. Consequently, this is another area that we ask staff to ensure that their knowledge about how to identify and deal with it is sound. More information can be found in Section 10 below, along with Appendix A.

10. Child on child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 14 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports
  - That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
  - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child's behaviour might indicate that something is wrong
  - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
  - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
  - That they should speak to the DSL if they have any concerns
  - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

11. Attendance and safeguarding

All staff need to be aware of the link between school attendance and safeguarding. The school will operate a system whereby all pupils not present for any session will be accounted for in a timely manner and office staff will inform the DSL directly if they have any concerns about pupil's whereabouts. These procedures are outlined in the school attendance policy.

Office staff will maintain detail attendance records and provide monthly reports to the

Headteacher/DSL so that patterns of attendance can be monitored and acted upon if necessary.

Children missing education

A child missing from education is:
- between the compulsory school age of 5 to 16 years old
- not registered on a school roll
- not attending an alternate education provision

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns for children missing education such as travelling to conflict zones, female genital mutilation and forced marriage.

The school follows the Suffolk County Council Guidance on [Children Missing Education](#) School staff must ensure that they are aware of the procedure to follow when a child goes missing from education. The law requires that all schools have to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All Saints' CEVCP School will inform the local authority if any of our pupils is going to be removed from the admission register where they:

- have been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the governing body does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

All schools including All Saints' CEVCP School must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

12. Children at increased risk of harm

Children with special educational needs and disabilities (SEND)

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges and are three times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-

based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these pupils. This includes:
- Using the Signs of Safety Three Houses strategy to enable pupils to articulate their views, including what is going well in their lives, what worries them and what they would like their life to be like. This strategy is carried out verbally and children can use pictures and talk to share their views, which supports our pupils with learning, language and communications needs.
- ELSA support provides bespoke support for each child's identified needs. This support can be adapted to be delivered through visual and verbal activities, utilising a range of SEMH and SEND resources according to the needs of the pupil.
- The Drawing and Talking is therapeutic approach for children who have suffered trauma or have underlying emotional difficulties.
- Nurture groups where planned activities are used successfully to address identified needs and give a safe space for children to share their fears or worries.
- Our Talkabout Programme is a small group programme for children with ASD or socio communication needs. It supports children to know how to communicate their needs and express themselves socially with their peers and adults.

Pupils with a social worker

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

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes.
For example, it will inform decisions about:
- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Looked after and previously looked after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

We have appointed a designated teacher, Clare Lamb, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As Clare Lamb is also the DSL, she can work closely with virtual school staff to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

13. Online safety and mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material. The use of technology has become a significant component of many safeguarding issues, for example, technology often provides the platform that facilitates child sexual exploitation, radicalisation and sexual predation.

There are four key categories of risk:
- **Content** - being exposed to illegal, inappropriate or harmful material, for example, pornography, fake news, racism, misogyny, self-harm, suicide and radical and extremist views
- **Contact** - being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To address this, our school aims to:
- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Teach children how to stay safe online – see Section 7 on safeguarding and the curriculum
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in

school, use of the school's ICT systems and use of their mobile and smart technology

- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems

The governing body has had due regard to the additional information and support set out in KCSiE and will ensure that the school has a whole school approach to online safety and has a clear policy on use of communications technology in school. School staff can access resources, information and support as set out in Annex D of KCSiE.

Where children are being asked to learn online at home the school will follow the advice to support schools and colleges do so [safeguarding-and-remote-education](#)

14.   Procedures for taking action

Staff at All Saints' CEVCP School are advised to maintain an attitude of 'it could happen here' in their approach to safeguarding. When concerned about the welfare of a child, staff should always act in the best interests of the child.

If you have concerns about a child

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns on the school recording form for safeguarding concerns and pass it to the DSL without delay. The form can be found in Appendix B.

If a child is suffering or likely to suffer harm or is in immediate danger the concerns need to be reported immediately. Any member of staff can make an onward referral to social care or the police in an emergency.

If a child makes a disclosure to you

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:
- Stay calm – do not show that you are shocked or upset
- Listen and believe them - accept what is being said;
- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth;
- Only ask questions when necessary to clarify, do not investigate or ask leading questions;
- Reassure the child, but don't make promises which it might not be possible to keep;
- Do not promise confidentiality;
- Emphasise that it was the right thing to tell someone and do not tell them that they should have told you sooner
- Reassure them that what has happened is not their fault;
- Do not criticise the perpetrator;
- Explain what has to be done next and who has to be told;

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

- Make a written record, which should be signed, timed, dated and include and your position in school;
- Use the child's own words and do not include your opinion without stating it is your opinion;
- Pass the information to the DSL or alternate without delay
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.
- Do not disclose the information to anyone other than the DSL/Alternate, Police or Social Care else unless told to do so by a relevant authority involved in the safeguarding process
- If the disclosure involves the sharing of nudes or semi-nudes, you must not:
  - view, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
  - delete the imagery or ask the pupil to delete it
  - ask the pupil(s) involved to disclose information regarding the imagery (this is the DFSL's responsibility)
  - say or do anything to blame or shame the young people involved

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

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 1 of this policy.

Any teacher who either:
- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow the safeguarding procedures above.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils. Instead, they should follow the same procedures for other safeguarding concerns detailed above.

Concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

possible speak to the DSL first to agree a course of action. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

If you have a mental health concern

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

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps under 'what to do if you are concerned' at the start of this section. If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Allegations of abuse made against other pupils

At All Saints', we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See Section 10 and Appendix A for more information about peer-on-peer abuse.

If a pupil makes an allegation of abuse against another pupil:
- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its

advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Allegations of abuse against staff, volunteers, contractors or other professionals

Please see Section 17

Once the referral is passed to the DSL

When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL is unsure whether the threshold has been met, they will contact the MASH Professional Consultation Line for advice (0345 606 1499).

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:
- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and /or academic support

Where appropriate, the DSL will submit a referral via the SSP Suffolk Children and Young People's Portal. Guidance on using the portal can be found on the SSP website. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware.

Where the DSL believes that a child or young person may be at imminent and significant harm risk of harm, they should call Customer First immediately and then submit the referral via the portal within 24 hours to confirm. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

Where a safeguarding concern does not meet the threshold for submitting a referral via the portal, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

Where the referral involved the sharing or nudes or semi-nudes, the DSL will hold an initial review meeting with appropriate school staff to determine:
- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:
- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

If an early help assessment (CAF) is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conference in advance of the meeting in accordance with SSP procedures and timescales.

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

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide. We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:
- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

15.   Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority via the MASH Professionals Helpline before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):
- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

Where reasonably possible, the school is committed to obtaining more than one emergency contact number for each pupil.

16. Information sharing, record keeping and confidentiality

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

As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children and Suffolk Safeguarding Partnership procedures.

Whilst the Data Protection Act 2018 and GDPR place duties on organisations and individuals to process personal information fairly and lawfully, they are not barriers to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.

Staff will have regard to the Government guidance: Information sharing: advice for practitioners providing safeguarding services. including the seven golden rules for

sharing information.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If in doubt about recording requirements, staff should discuss this with the DSL. The school will have regard to SSP [Guidance for schools on maintaining and transferring pupil safeguarding/child protection records](#)

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils) or promise a child to keep a secret which might compromise the child's safety or wellbeing.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
    - Parents or carers should normally be informed (unless this would put the victim at greater risk)
    - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care. If in doubt, staff will consult with the MASH Professional Consultation Line.
    - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:
- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

17.   Managing allegations made against members of staff (including supply teachers), volunteers and contractors

The school will follow the SSP [Arrangements for Managing Allegations of Abuse Against](#) [People Who Work With Children or Those Who Are in A Position of Trust](#) if an allegation is made against an adult in a position of trust.

An allegation is any information which indicates that a member of staff /volunteer may have:
- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

This applies to any child the member of staff, including supply staff and volunteers has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

If any member of staff has concerns that a colleague or volunteer might pose a risk to children, it is their duty to report these to the Headteacher. Where the concerns or allegations are about the Headteacher, these should be referred to the Chair of Governors.

The Headteacher/Chair of Governors should report the concern to the Local Authority Designated Officer (LADO) within one working day.

The Local Authority has identified dedicated staff to undertake the role of LADO. LADOs can be contacted via email on LADO@suffolk.gov.uk or by using the LADO telephone number: **0300 123 2044** for allegations against all staff and volunteers.

Low Level Concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:
- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:
- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately. We will create this culture by:
- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic

or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:
- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct.

The headteacher will be the ultimate decision-maker in respect of all low-level concerns.

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:
- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described at the start of this section, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

18. Complaints and whistleblowing

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with the procedures described in Section 17 of this policy.

Other complaints

Safeguarding related complaints of other types should be reported directly to our DSL and Headteacher, Clare Lamb. If she is not available, then they should be directed towards the Deputy DSL Suzanne Kemp.

Whistleblowing

The governing body recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

The governing body would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school using the Whistleblowing Policy. For members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk

The Whistleblowing Policy is shared with staff at induction and is displayed in the staff room along with the NSPCC helpline number.

19. Recruitment and Safer Staff

Recruitment of all staff and volunteers at All Saints' is covered by our Safer Recruitment Policy. This policy is designed to ensure that all adults involved with the school and to work with children and young people are properly selected and checked

All recruitment for staff and volunteers will adhere to the All Saints' Safer Recruitment Policy without exception. The policy draws together best practice from:
- The Suffolk Safeguarding Partners guidance.
- Keeping Children Safe in Education (Sept 2022).
- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

The statement that 'All Saints' CEVCP School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment' will be explicit at all stages of the recruitment process.

The Head and Senior Leadership Team will undertake Safer Recruitment Training. In addition, members of the Governing Body will also undertake the training to increase awareness of safer recruitment practices. Under no circumstances will any part of the recruitment and selection process be carried out without the oversight and management of someone who has received this training.

The All Saints' Safer Recruitment Policy ensures that all staff and volunteers will be subject to rigorous scrutiny of references and the relevant identity, DBS, Barred List and Prohibition Order Checks. All appointees will have to complete a declaration in relation to the Childcare Disqualification Regulations before commencing their role.

All adults that come into regular contact with children at our school will be recorded on

our Single Central Record and will sign a declaration to say that they have read and understood this policy and Parts 1, 5 and Annex B of Keeping Children Safe in Education 2022

In addition to checking whether staff are disqualified from providing or managing childcare as defined by the Childcare Act 2006 upon appointment, All Saints' CEVCP school requires staff to inform the school if their circumstances change, throughout the course of their employment. By signing to say that they have read and understood this policy this will imply that they:

- are aware of the offences that might lead to disqualification (displayed in the staffroom)
- are aware of whether or not the legislation applies to their role
- are declaring that they have not received any notifiable convictions in the previous year
- are aware of their responsibility to the headteacher know immediately if they receive a relevant conviction immediately

All governors will be subject to a Section 128 Check.

Appendix A

Further information on specific safeguarding issues (source: Annex B, KCSiE)

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Children and the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation
- The Prevent duty
- Channel
- Sexual violence and sexual harassment between children in schools and colleges
- Serious Violence
- So-called 'honour'-based abuse (including Female Genital Mutilation and Forced
  - Marriage
  - FGM
  - FGM mandatory reporting duty for teachers
  - Forced marriage
- Additional advice and support

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.

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 alcohol and other drugs
- 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 keep them in education.

Child Sexual Exploitation (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

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

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 any type of schools (including special schools), 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 and The Children's Society County Lines Toolkit For Professionals

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.

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

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 childcriminal 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 essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are 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.

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

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

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

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 the 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 (or deputy)) 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 local authority 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.

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

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

National Domestic Abuse Helpline

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

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

- NSPCC- UK domestic-abuse Signs Symptoms Effects

- Refuge what is domestic violence/effects of domestic violence on children

- Safe Young Lives: Young people and domestic abuse | Safelives

- Domestic abuse: specialist sources of support (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 local authority 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 the focus to early intervention and encourages 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. Local authority 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 for Levelling Up, Housing and Communities 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.

Mental health

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.

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 promotep ositive health, wellbeing and resilience among children. See [Every Mind Matters](#) for links to all materials and lesson plans.

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 Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](#)

Preventing radicalisation

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

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

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are [possible indicators](#) that should be taken into consideration alongside other factors and contexts. 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.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

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 regard[148] to the need to prevent people from being drawn into terrorism".[149] 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 deputies) 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 deputies) 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.

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

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

Statutory guidance on Channel is available at: Channel guidance.

Additional support

The Department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support. The Home Office has developed three e-learning modules:
- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.

- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support 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.
London Grid for Learning have also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning (lgfl.net)](#).

Sexual violence and sexual harassment between children in schools and colleges

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. Detailed advice is available in Part five of this guidance.

Serious Violence

There are a number of 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.

The likelihood of involvement in serious violence may be increased by factors 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.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under
a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

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

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

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 the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see below).

FGM

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

FGM mandatory reporting duty for teachers

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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. 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 local authority 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.

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

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 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 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)](https://www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

Abuse

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

[What to do if you're worried a child is being abused](#) – DfE advice
[Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
[Faith based abuse: National Action Plan](#) - DfE advice
[Disrespect NoBody campaign - GOV.UK](#) - 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 Home Office guidance

[Care of unaccompanied and trafficked children](#) – DfE statutory guidance [Modern slavery: how to identify and support victims](#) – HO statutory guidance [Child exploitation disruption toolkit](#) - HO statutory guidance
[County Lines Toolkit For Professionals](#) - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

Confidentiality

[Gillick competency Fraser guidelines](#) - Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

[Drug strategy 2021](#) - Home Office strategy

[Information and advice on drugs](#) - Talk to Frank website

[Drug and Alcohol education — teacher guidance & evidence review](#) – PSHE Association

(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, Department for Health, and Home Office

[Forced marriage](#) - Forced Marriage Unit (FMU) resources

[Forced marriage](#) - Government multi-agency practice guidelines and multi-agency statutory guidance

[FGM resource pack](#) – HM Government guidance

Health and Well-being

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England

[Supporting pupils at schools with medical conditions](#) - DfE statutory guidance

[Mental health and behaviour in schools](#) - DfE advice

[Overview - Fabricated or induced illness](#) - NHS advice

Homelessness

[Homelessness code of guidance for local authorities](#) – Department for Levelling Up, Housing and Communities guidance

Information Sharing

[Government information sharing advice](#) - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

[Information Commissioner's Office: Data sharing information hub](#) - Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety-advice

[Childnet](#) provide guidance for schools on cyberbullying

[Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalization

[London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety for schools](#) provides advice, templates, and tools on all aspects of a school or college's online safety arrangements

[Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective

[Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones

[South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Online Safety Audit Tool](#) from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

[Online safety guidance if you own or manage an online platform](#) DCMS advice

[A business guide for protecting children on your online platform](#) DCMS advice

[UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online

Online safety- Remote education, virtual lessons and live streaming

[Case studies](#) for schools to learn from each other

[Guidance Get help with remote education](#) resources and support for teachers and school leaders on educating pupils and students

[Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely

[London Grid for Learning](#) guidance, including platform specific advice

[National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing

[UK Safer Internet Centre](#) guidance on safe remote learning

Online Safety- Support for children

[Childline](#) for free and confidential advice

[UK Safer Internet Centre](#) to report and remove harmful online content

[CEOP](#) for advice on making a report about online abuse

Online safety- Parental support

[Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

[Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents

[Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

[Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

How Can I Help My Child? Marie Collins Foundation – Sexual Abuse Online

Let's Talk About It provides advice for parents and carers to keep children safe from online radicalisation

London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

Stopitnow resource from The Lucy Faithfull Foundation can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online

Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games

Parentzone provides help for parents and carers on how to keep their children safe online

Talking to your child about online sexual harassment: A guide for parents – This is the Children's Commissioner's parent guide on talking to your children about online sexual harassment

#Ask the awkward – Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships

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 adviceEducate Against Hate website - DfE and Home Office advice

Prevent for FE and Training - Education and Training Foundation (ETF)

Extremism and Radicalisation Safeguarding Resources – Resources by London Grid for Learning

Serious 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

Tackling violence against women and girls strategy- Home Office strategy

Violence against women and girls: national statement of expectations for victims - Home Office guidance

Sexual violence and sexual harassment

Specialist Organisations

Barnardo's - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

Lucy Faithful Foundation - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

Marie Collins Foundation – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

NSPCC - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

Rape Crisis - National charity and the umbrella body for their network of independent member Rape Crisis Centres.

UK Safer Internet Centre - Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

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

NICE guidance contains information on, amongst other things: developing interventions; Working with families and carers; and multi-agency working.

HSB toolkit The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework- free and independent advice about HSB.

Contextual Safeguarding Network – Beyond Referrals (Schools) provides a school self-assessment toolkit and guidance for addressing HSB in schools.

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.

Support for Victims

Anti-Bullying Alliance - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.

Rape Crisis - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

The Survivors Trust- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

Victim Support - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

Childline provides free and confidential advice for children and young people.

Toolkits

ask AVA - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.

NSPCC - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

NSPCC - Resources which help adults respond to children disclosing abuse.

NSPCC also provides free and independent advice about HSB: NSPCC - Harmful sexual behaviour framework

Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.Contextual Safeguarding Network – self-assessment toolkit for schools to assess their own response to HSB.

Childnet - STAR SEND Toolkit equips, enables and empowers educators with the knowledge 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.

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.

Sharing nudes and semi-nudes

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

UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

NCA CEOP Thinkuknow: Advice/resources on how to deal with concerns about what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to support positive sexual behaviour.

All Saints' CEVCP School record of concern about a child/young person's safety and welfare

Part 1 (for use by any staff – must be handwritten and legible)

Pupil's name:	Date of birth:	Class/Form:
Date & time of incident:	Date & time (of writing):	

Name (print): _____ Job title:

Signature: _____

Record the following factually: Nature of concern, e.g. disclosure, change in behaviour, demeanour, appearance, injury, witnesses etc. *(please include as much detail in this section as possible. Remember – the quality of your information will inform the level of intervention initiated. Attach additional sheets if necessary.*	
What is the pupil's perspective?	
Professional opinion, where relevant *(how and why might this have happened?)*	
Any other relevant information. Previous concerns etc. *(distinguish between fact and opinion)*	
Note actions, including names of anyone to whom your information was passed and when	

Check to make sure your report is clear to someone else reading it.

Please pass this form to your DSL without delay

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability

Part 2 (for use by DSL)

Information received by DSL:	Date:		Time completed:		From whom:		
Any advice **sought**, if applicable	Date:		Time completed:		From: name/organisation:		
	Advice received:						
Action taken with reasons recorded *(e.g. MARF completed, monitoring advice given to appropriate staff, CAF etc)*	Date:		Time completed:		By whom:		
Outcome	Date:		Time completed:		By whom:		
Parent/carer informed?	**Y**	Who spoken to:		Date:	Time:		By whom:
	N	Detail reason:					
Is any additional detail held, if so where?							
Prior safeguarding history	No. of previous records of concern:						
	Has the child been subject of CAF/Early Help assessment?						
	Currently on CP Plan (CPP) / Child in Need Plan (CiN)						
	Previously on CP Plan (CPP) / Child in Need Plan (CiN)						
	Is child known to other agencies?		Y / N				
Name of DSL:				Signature:			

BODYMAP

(This must be completed at time of observation)

Name of Pupil: Date of Birth:

Name of Staff: Job title:

Date and time of
observation

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability
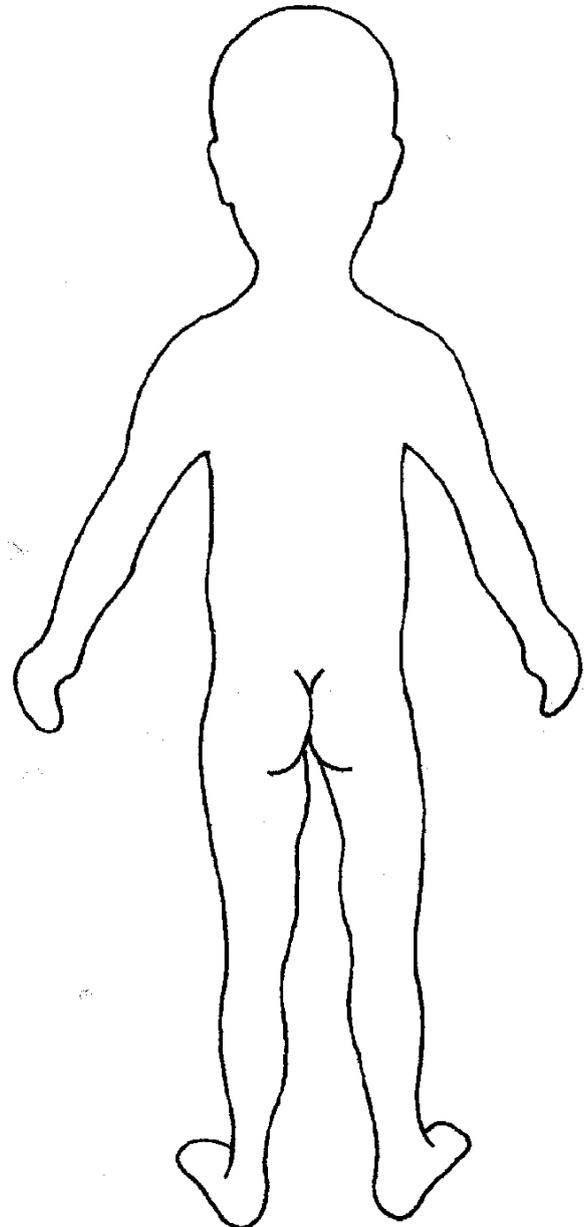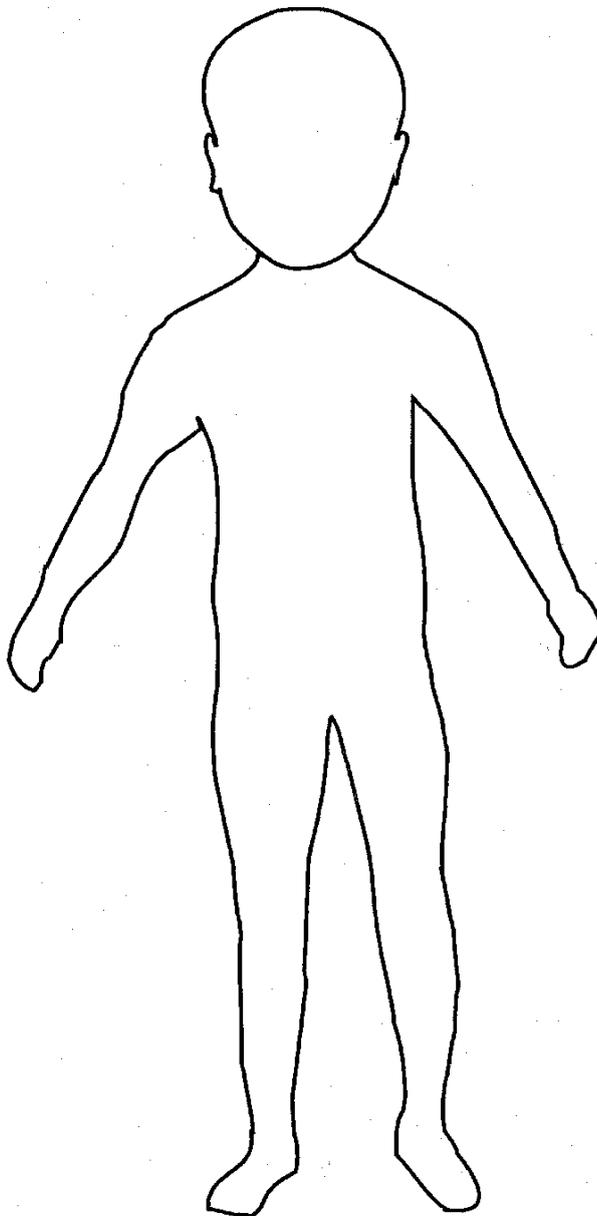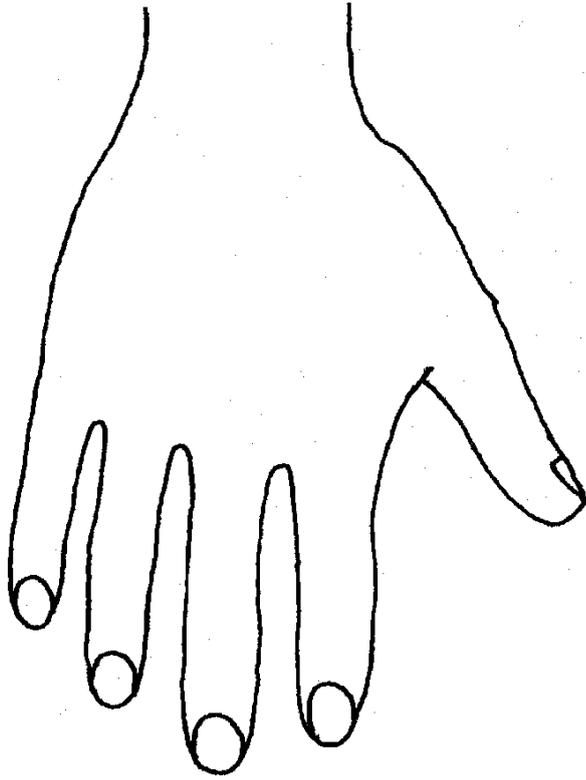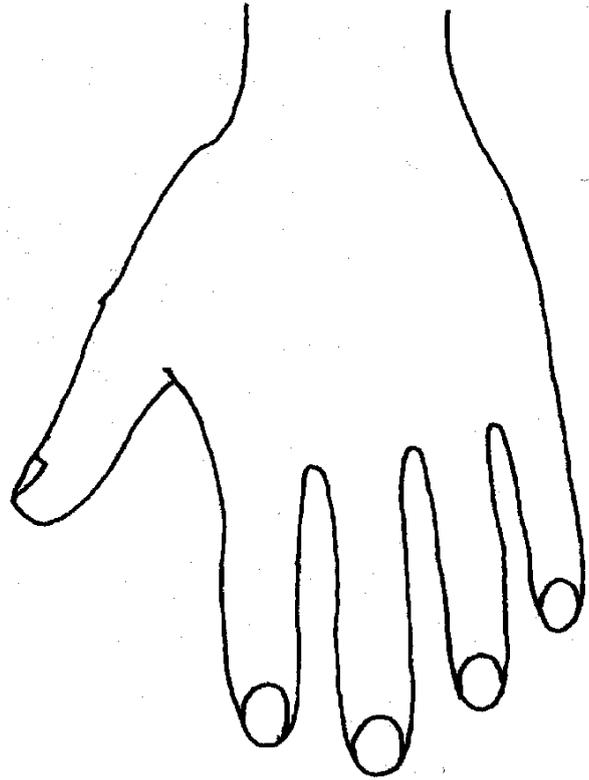
Name of pupil:

Date and time of observation:

FRONT

BACK

RIGHT

LEFT

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability
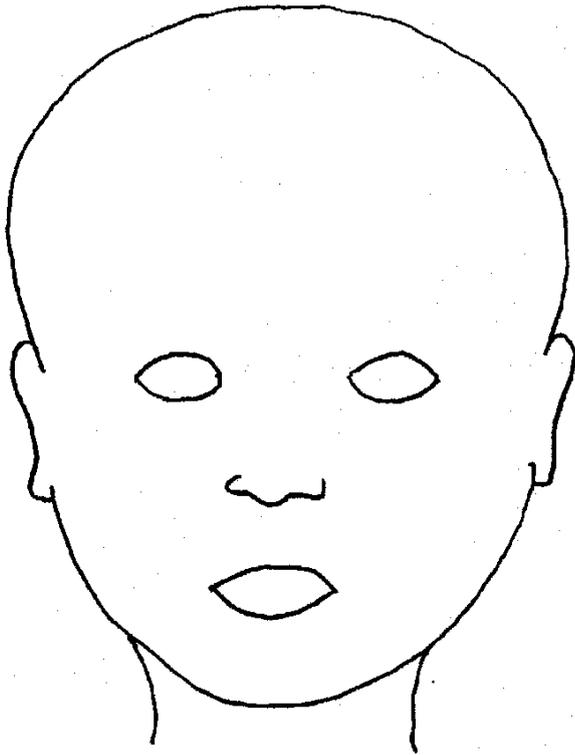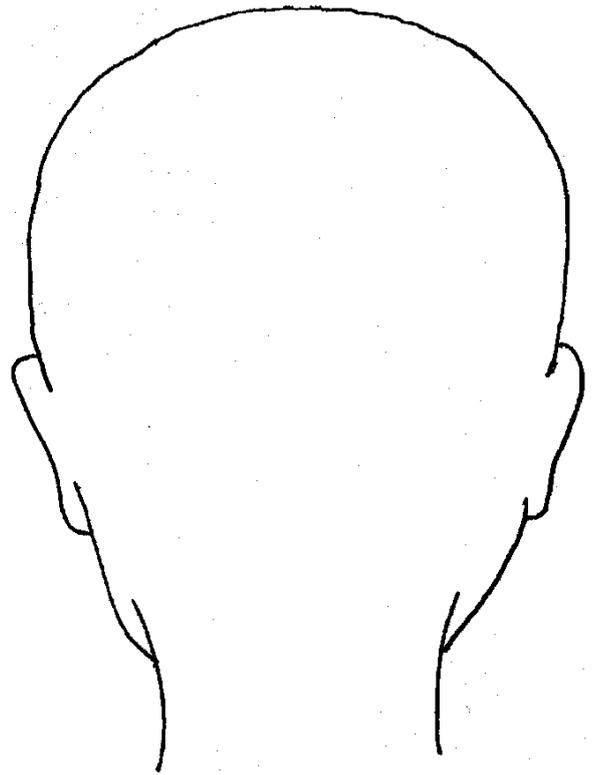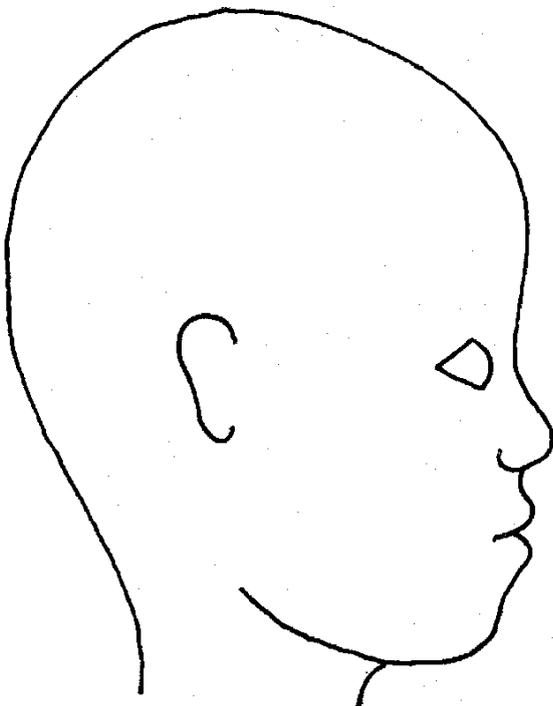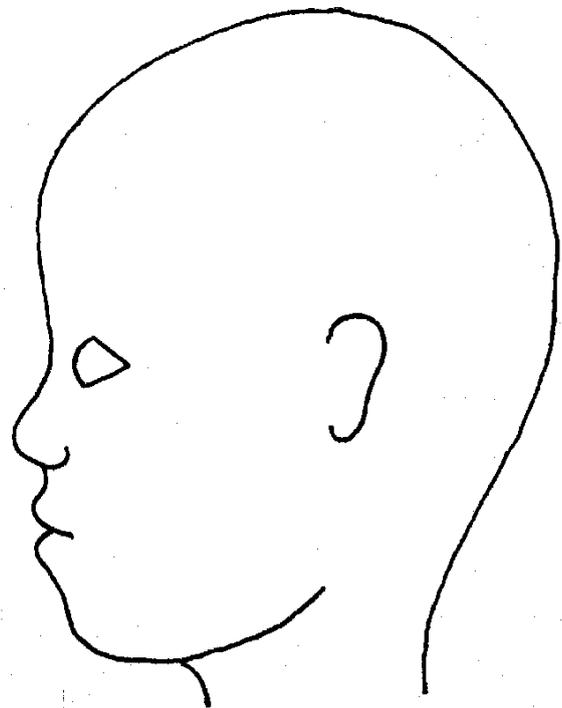
Name of pupil: Date and time of
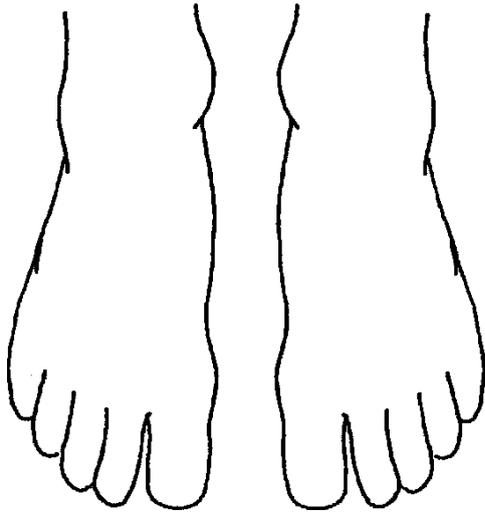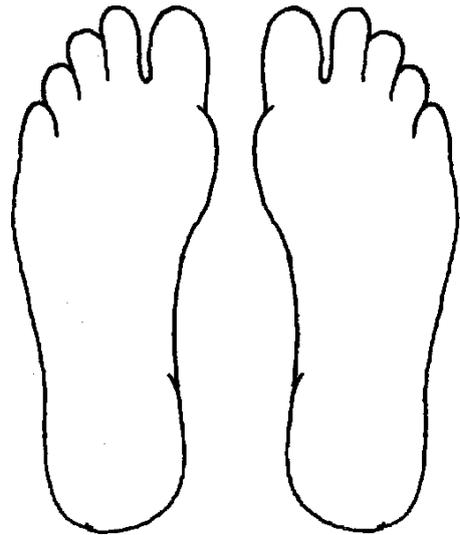   observation:

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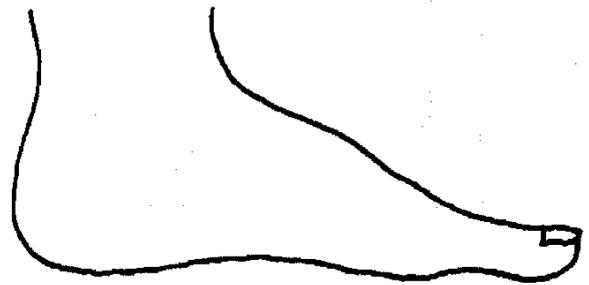
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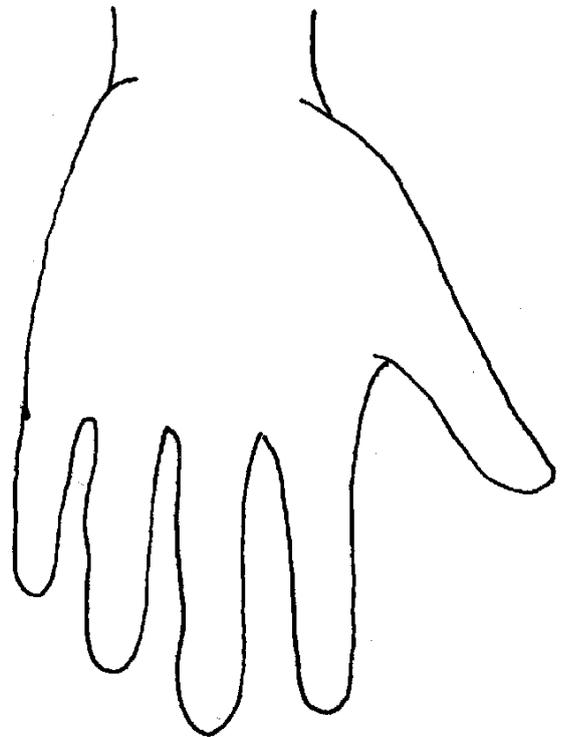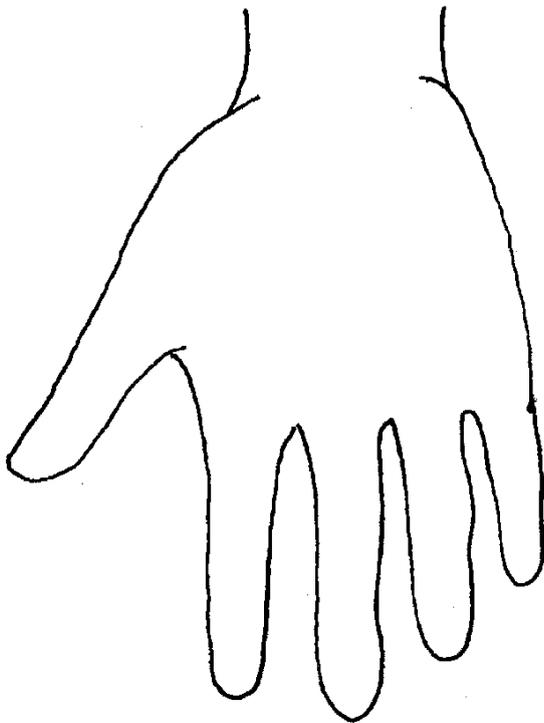
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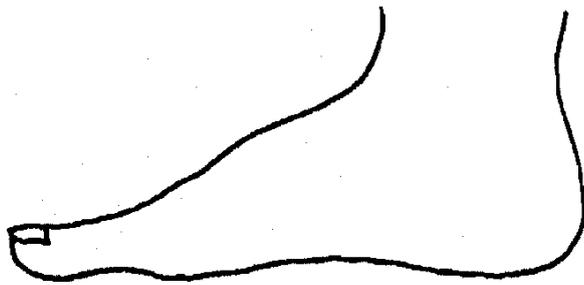
Printed Name,
Signature and Jc b
title of staff:

Motivation   Cooperation   Creativity   Independence   Curiosity   Stickability