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**Keeping children safe in school:**

**safeguarding our Children: Early Help Through to child protection**

**Policy and Guidance**

**2021/2022**

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| Local Governing Committee Approval: Full Local Governing Committee | |
| Name: | Signature: |
| Date: | LGC |
| Review Date | Autumn Term 2021- 2022 |

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| --- |
| **School Name: St. Bede’s Catholic School and Sixth Form College** |
|  |
| **Date Policy Formally Reviewed/Approved by Governors: 19.11.15 - further reviews annually.** |
|  |
| **Review Date (s): Autumn Term 2015/16 (16/17 - further review on release of Keeping Children Safe in Education 2016; Keeping Children Safe in Education 2019)** |
| **Person(s) responsible for Implementation and Monitoring: HW/IM** |
| **Other relevant policies** e.g. safeguarding Policy, PSHE Policy, Health and Safety Policy Guidelines, Health and Safety Policy and Procedures Document, Allegation Management Procedure, Confidentiality Policy, Safeguarding Standards, Staff Code of Conduct.  **Government statutory guidance e.g.** Working Together to Safeguard Children 2013 (15), Keeping Children Safe in Education 2015 (2016) (2018) (2019) (2020).  **Overarching Principles and Values.**  St. Bede’s Catholic School and Sixth Form College is committed to ensuring that children are treated with respect, free from all forms of abuse or mistreatment. It is vitally important that, as a school, we adopt safe recruitment and selection procedures which help to deter, reject or identify people who might abuse the vulnerable.  The health, safety and welfare of all the people that work or learn at our school are of fundamental importance. We aim to provide a safe, secure and pleasant environment for everyone where people are supported to fulfil their potential. The Local Governing Committee, as an employer, takes responsibility for the health & safety of all our pupils, members of staff and others who visit our premises. |

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Children maximise their potential in an environment which is safe, secure and supportive of all their needs, including any needs they have for protection from abuse.

Our school is committed to promoting the welfare of all children by working in partnership with parents and carers, the Local Authority (LA) and multi-agency partners in early help and child protection, in accordance with locally agreed Local Safeguarding Children Board procedures and practices.

Our policy applies to members of the school community in its widest sense. Thus, this includes children and young people, their parents/carers, school staff, governors, visitors, specialist staff, and the local and wider community where they interface with the school. Within its framework, the policy outlines entitlements and responsibilities in securing the protection of children who attend the school (Appendix 1).

Our policy is underpinned and shaped by legislation and guidance contained in a variety of documents including: -

* The Children Act 1989; Children Act 2004
* The Education Act 2002; Education and Inspections Act 2006
* Working Together to Safeguard Children 2018
* The Local Safeguarding Children Board (LSCB) procedures (www.durham-scp.org.uk)
* What to do if you’re worried a child is being abused – DfES 2015
* Keeping Children Safe in Education. Statutory guidance for schools and colleges. September 2019
* Use of reasonable force. Advice for Headteachers, staff and governing bodies. DfES. July 2013
* County Durham Practice Framework: Single Assessment Procedures and Practice Guidance August 2016
* Confidential Reporting Code, (Durham Schools Extranet; Documents Library/HR)
* A Guide for Professionals on the Sharing of Information

County Durham Safeguarding Adults Inter-Agency Partnership and Durham Safeguarding Children Partnership

* Procedures for locating missing pupils and the removal of pupils from roll. June 2017
* *Prevent* Duty Guidance: for England and Wales

HM Government 2015

* The Prevent Duty Departmental advice for schools and childcare providers

Department for Education June 2015

To emphasise the caring ethos of our school, the staff and governors are committed to the following principles: -

* The welfare and well-being of each child is of paramount importance.
* Our policy works on the premise that abuse takes place in all communities and that school staff are particularly well-placed to identify and refer concerns and also to act to prevent children and young people from being abused.
* We respect and value each child as an individual.
* We are a listening school, and encourage an environment where children feel free to talk, knowing that they will be listened to.
* The protection of children from abuse is a whole-school issue, and the responsibility therefore of the entire school community.
* Our policy should be accessible in terms of understanding and availability. Regular training will ensure all adults in school are aware of indicators of concern or abuse and colleagues that act as designated safeguarding leads that such information should be promptly passed on to.
* Our policy will be developed and kept up to date with information from our relevant partners in early help and child protection as well as national documentation issued by HM Government and The Department for Education.
* We will use the school curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators.
* The school runs in an open, transparent way.

**1. Overview: Safeguarding**

⮚ ***Definition of ‘safeguarding’***

‘Keeping children safe in education’, DfE, 2020, defines safeguarding and promoting the welfare of children as:

‘Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 'Children' includes everyone under the age of 18’.

⮚ ***Safeguarding within this school***

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are able to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children by working with our 3 safeguarding partners in Durham Safeguarding Children Partnership – Durham County Council, Durham Constabulary and the Clinical Commissioning Groups to promote the welfare of children and protect them from harm.

Safeguarding children permeates all aspects of our work as a school, with a preventative role to inform and boost the resilience of all students by enhancing protective factors in their lives. Accordingly, this policy links with many other related policies in school:

* School Behaviour policy
* Whole-school Anti-bullying policy, including cyber-bullying and other forms of peer-peer abuse
* Health and Safety policies
* Medication in school/First Aid policies
* Intimate care policy
* Substance use and misuse
* School visits including risk-assessments
* ICT/e-safety
* Preventing Extremism and Radicalisation
* SEND/LAC
* Equal Opportunities
* Relationships and Sex Education

⇨ Local multi-agency safeguarding arrangements and policies are on the following website: on [www.durham-scp.org.uk](http://www.durham-scp.org.uk). The online document is always current. The Durham Safeguarding Children’s Partnership comprises the 3 safeguarding partners (Durham County Council, the clinical commissioning group, and Durham Constabulary).

⇨County Durham Practice Framework: Single Assessment Procedure & guidance. September 2015

⇨Managing Allegations against Staff (Durham online local partnership safeguarding arrangements and policies)

⇨Keeping children safe in education September 2020/21.

⮚***Safeguarding throughout school life***

- We aim to create and maintain **a caring ethos** where all children and adults feel safe, secure and valued. If children feel happy and enjoy school this will encourage good attendance and then create conditions in which they can do their best in every area of school life. Our school operates as a listening school where children can approach adults with concerns. These will be taken seriously and relevant local multi-agency safeguarding procedures followed without delay if there is a risk/likelihood of, or actual **significant harm.**

-**Curriculum**: children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, and resolve conflict without resorting to violence. Children learn skills to question and challenge to enable them to make informed choices now and later in life. A protective factor for children is personal resilience including strong social and emotional skills. All work with children which boosts confidence and self-esteem is valuable to protect them from peer pressure and outside influences detrimental to their physical and mental well-being.

Children are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. As part of our Prevent duty under s.26 of the Counterterrorism and Security Act 2015 we are aware of the importance of building pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Schools can build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping children and young people understand how they can influence and participate in decision-making.

Relationships & sex education, health education, Religious Education, Art, Music, Drama, English are some of the areas of the curriculum in which children can discuss and debate important issues including lifestyles, health, safety and well-being (physical and emotional), sex education and healthy relationships, family life ,child care and parenting, forced marriage, domestic abuse, religious beliefs and practices as well as human rights issues. These subjects can be used to teach children and young people, in an age appropriate way, to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can develop effective ways of resisting pressure, including knowing when, where and how to get help.

-**Universal services and specialist support staff**

-The following **also** contribute to our work to safeguard and promote the welfare of our students and can be accessed via Student Support:

The school nurse

Educational Welfare Service - Mr P Cox

School Counsellor Mrs J Bestford

School Chaplain – Mrs K Hutchinson

Educational Psychologist

Attendance Officer - Mrs J Patterson

Child and Adolescent Mental Health Service

**The extended day**

Lunchtime activities, meals and supervision by catering/supervisory staff. Safeguarding at lunchtime has been enhanced with the introduction of Period 4 (Split lunch) arrangement and deployment of duty staff.

**After-school activities on and off site.**

These all provide further opportunities for students to develop positive and caring relationships with adults, who themselves will be trained to be aware of signs and behaviours that could suggest concerns. Supportive relationships outside the home, such as those with adults in school and other children are additional protective factors that boost children’s resilience. Staff will always work with children in a professional way and are reminded to respond to disclosures sensitively and appropriately. All adults in school know the names of the designated safeguarding leads and are aware of their responsibility to pass on any issues of concern without delay and make a written record.

**Working with parents and carers**

Our school believes in effective communication with parents and carers. We welcome parent/carer views and concerns about the welfare of their children and use this feedback to regularly review our practices. Parental views are obtained in the following ways:

Surveys, questionnaires – MS Forms, parents’ evening feedback, Parents Reference Group.

We keep parents informed about important and topical issues, including child protection elements of safeguarding, in the following ways:

Newsletters, letters home, website, text/email messaging, training/information sessions e.g. e-safety, bullying etc, transition events.

We aim to have good working relationships with parents and carers and to work in partnership with them through transparency and honesty. However, we do not forget that their child’s needs and welfare are our paramount concern, thus obtaining consent to take matters further is **not** always appropriate.

***⮚ Safeguarding and Child Protection training for all staff/adults working in school***

Our school complies with the advice laid down in ‘Working Together to Safeguard Children’ 2018 and ‘Keeping children safe in education’ 2021 to undertake regular training.

This is covered in more detail in Section 3.

Date of last training: LSCB Level 1 to all staff April 2016 rolled out to Governors July 2016. Follow up Level 1 training Autumn Term 2019. DSLs have Level 2 training.

New staff and trainees undertake the training as part of their induction.

A record of those trained may be found in the Single Central Record. Individuals have a certificate to verify their attendance.

* Training for the designated safeguarding lead and other designated teachers in school is undertaken every 2 years

Mr I Merrington 13. 04.2015 (LSCB) refresher May 2020

Mrs G Kilburn 13.04.2015 (LSCB) refresher May 2020

Mrs J Bradley April 2016, refresher May 2020

Prevent training *– all staff 16.11.2015 (evidenced by register with timely refreshers)* New staff and trainees, undertake the training as part of their induction.

We recognise that as a minimum school should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training (Mr P Diston) and are thus able to provide advice and support to other members of staff on protecting children from the risk of radicalisation (The Prevent Duty DFE June 2015)

* The Nominated Governor with responsibility for Child Protection is Mrs M Gray.
* The Headteacher, other staff responsible for recruitment and Staffing Committee Governors have attended ‘Safer Recruitment Training’ delivered by Clennells to NCSL standard – June 2020.
* Mr I Merrington accredited Safer Recruitment Train the Trainer – 11.09.15.
* Guidance for safer working practice for those working with children and young people in education settings. The Safer Recruitment Consortium. October 2015.

**2.Child Protection within safeguarding arrangements for all children/young people in school**

There are a series of layers of care and intervention ranging from safeguarding for all/universal services (single-agency activities) through to multi-agency work under the Children Acts 1989 to 2018:

* Safeguarding arrangements in school
* Early Help within universal services
* More complex cases requiring Early Help
* Child in Need yet consent required as for Levels 2 and 3
* Child Protection
* Durham Safeguarding Children’s Board’s guidance and procedures (see www.durham-scp.org.uk)

***The Children and Young People’s Strategy***

The Children and Young People’s Strategy 2019-2022 prepared jointly by all public services and voluntary and community services including the Council, local health services and the police who work together to improve outcomes for children, young people and their families through the Children and Families Partnership.

**Aim 1**

**All children and young people have a safe childhood.** We will provide a range of services for children, young people and families to help ensure they achieve this aim. We will focus on preventative measures through our early help and intervention services and will ensure that all children in need of help and protection are protected from harm. We will ensure that young people are protected from crime and those who get into trouble are supported by a range of services, including the youth offending service.

For those needing our statutory support services we will ensure that our social work practice is of a high standard. We will be an excellent corporate parent to the children and young people within the Council’s care and for those leaving the care system. We will work with education, youth support and other networks to ensure good services are available to all our children, young people and their families.

**Aim 2**

**Children and Young People enjoy the best start in life, good health and emotional wellbeing.** Better outcomes for children cannot be achieved through health and social care service improvement in isolation. How children live, learn and play are all key drivers of healthy development. Parenting is critical to a child’s development and evidence shows children who are exposed to adverse events such as domestic abuse or alcohol misuse can be affected negatively, both physically and mentally, throughout their adolescence and into adult life. Education, housing, community connections, employment and poverty all determine whether a child will be more likely to thrive and achieve their optimum potential in life. We will work to ensure our children enjoy the best start in life and have good health and wellbeing, offering help when required. For our more vulnerable children and families we will provide a more targeted offer of support to reduce inequalities in outcomes. Children and young people will be supported to achieve their optimum mental health and wellbeing.

**Aim 3**

**Young people gain the education, skills and experience to succeed in adulthood.** We will focus on improving the educational attainment of our children and young people. We also need to ensure that young people have the right skills and are prepared for work and we need to work together to ensure children develop a love of learning in addition to ensuring that there are enough employment and training opportunities available. We will also ensure that young people have the opportunity and support to progress in education, employment and training on leaving school through our DurhamWorks programme.

**Aim 4**

**Children and young people with special educational needs and disabilities achieve the best possible outcomes.** We aim to ensure that children and young people with special educational needs and disabilities have high quality support which meets their needs. Children, young people and their families will be involved in the design and plans for these services, with their voice being listened to and where possible acted upon. It is important that we can support these children and young people to secure meaningful employment which enables and prepares them to live independently into adult life.

* ***Life at Home***

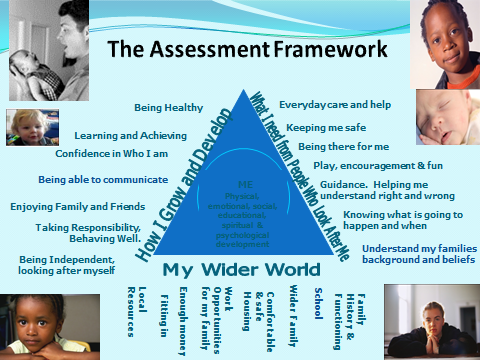
The Framework for Assessment triangle, reproduced below, summarises every aspect of a child’s life under three headings:

-Child’s developmental needs (How I grow and develop)

-Parenting capacity (What I need from people that look after me)

-Family and environmental factors (My wider world)

This structure is mirrored in the Referral form for First Contact Service.



Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

This school believes that it is essential to work with parents and carers in the best interests of their children. However, good relationships with parents and carers should not detract from our primary concern which is the welfare of children in this school.

Staff are made aware in training of the ‘toxic quad’ issues in home life that could have an impact on the way children are parented (Munroe, 2010). The Government research into Serious Case Reviews reveals that the presence of one or more of the following issues could have a detrimental impact on parenting of children in that household:

Domestic abuse (violence)

Substance misuse (alcohol and or drugs)

Adult mental health

Learning Disabilities



Neglect is the largest category for children being on the Child Protection list (nationally and in Durham). There is Neglect Practice Guidance produced by the LSCB on the website containing factors and can elevate and reduce risk.

***⮚ Signs and behaviours of concern***

‘**All** staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection’.[[1]](#footnote-1) Keeping children safe in education, September 2020, Part 1

The document emphasises that staff should be particularly alert to the need for early help for the following groups of children:

-is disabled and has specific additional needs;

-has special educational needs (whether or not they have a statutory education, health and care plan);

-is a young carer

- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;

-is frequently missing/goes missing from care or home;

-is misusing drugs or alcohol;

- is at risk of modern slavery, trafficking or exploitation;

- is at risk of being radicalised or exploited;

-is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or

-has returned home to their family from care.

- is a privately fostered child.

**All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively’. *Keeping children safe in education, September 2020, Part 1 (para 14).*

In our school we do these regular updates through:

Training sessions, briefings, INSET events, email updates.

Notes of these kept in a separate file.

Our school understands that it is best practice to discuss concerns with parents/carers before contacting First Contact Service (providing this does not present a delay), or unless by doing so the child would be put at further risk of harm. First Contact Service: 03000 267979.

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

Anyone can make a referral. When referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

⮚ ***Single Assessment Procedure & Practice Guidance***

*‘All school and college staff should be prepared to identify children who may benefit from early help’ Keeping children safe in education, September 2019 (para 8) This relates to work with other universal agencies and following DSCP procedures and guidance (see www.durham-scp.org.uk). Our school is aware that ‘no single professional can have a full picture of a child’s needs and circumstances’. Also, that ‘if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action’. KCSIE 2019 (para 3).*

This school works with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. However, we are aware from the new document, ‘A Guide for Professionals on the Sharing of Information’ (Durham, 2014) that it may be necessary to meet with other services and agencies even if this consent for a ‘Team around the Family’ meeting is not forthcoming.

These professionals meetings are important to share concerns, suggest ways forward along with further work to encourage participation by parents/carers in early help processes.0-19 Hubs, One Point colleagues and Early Help Advisors are also a useful source of advice in these circumstances.

Team around the Family (TAF) is an early means of intervention to provide appropriate advice and support for the parents/carers and young person by working with appropriate local agencies through Team around the Family arrangements. See [www.durham-scp.org.uk](http://www.durham-scp.org.uk)

***Durham Multi-Agency Safeguarding Hub (MASH)***

Where concerns are identified as Level 3 or 4 on the Durham Staircase, our school will cooperate promptly and fully with relevant information to inform further assessments undertaken by the MASH team.

***⮚ Child in Need***

Section 17 of the 1989 Children Act

Working Together 2018

A child is need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. KCSIE 2020.

This school recognises the importance of this early support and intervention work in more complex cases undertaken with the consent of parents and carers at Step 3 (Amber) of the Durham Staircase and Continuum of Need. We work with parents/carers, the child and other relevant agencies. We recognise the importance of attendance at Team around the Family meetings and contributing relevant and timely information for updating the Family Plan.

***⮚ Child Protection and significant harm***

***Step 4 (red) ‘Safeguarding concerns’ on the Durham Staircase***

Section 47 of the 1989 Children Act

Working Together to Safeguard Children 2018

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so called honour based violence, and extra-familial threats like radicalisation and sexual exploitation’. KCSIE 2020

Significant harm is where some children are in need because they are **suffering, or likely to suffer, significant harm**. This is the threshold that justifies compulsory intervention in family life in the best interests of children.

⮚ ***Prepare for the unexpected***

Staff are aware from their training that some children might display worrying signs/symptoms or disclose information suggesting abuse, when they have never previously given rise to concern. Staff must contact the designated safeguarding lead for child protection **without delay** so concerns can be discussed with the First Contact Service as soon as possible. In all cases it should be borne in mind that other siblings might be at risk in the household as well as the one presenting concerns in school. ‘Staff working with children are advised to maintain an attitude of ‘**it could happen here’** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child’. KCSIE 2019 (para 35).

⮚ ***The Durham Staircase***

This is a diagrammatic representation of the continuum of assessment and intervention in Durham from universal services through to child protection arrangements.

**GOVERNANCE**

**NEED**

**SERVICES TIERS INVOLVED**

**ISSUES**

**OUTCOMES**

**Continuous Assessment**

**Statutory**

Resource Panels

Eligibility Criteria

Court

**Children and Young People who have needs that cannot be met safely at home**

(Specialistpractitioner/agency)

All

Looked After Children

Permanence

**Step 5 / Level 4 Need**

**Early Support and Intervention**

ICPC

Pre proceedings / Resource Panels

Eligibility Criteria

**Children and Young People who need support to live safely at home**

(Specialist Practitioner/Agency)

Specialist

Targeted   
and Universal

Child Protection & Child in Need

Improve outcomes and keep child safely at home

**Step 4 / Level 4 Need**

**The Durham Staircase & Continuum of Need**

SAF

Full Assessment

**Children and Young People with additional and complex needs**

(Multi Practitioner/Multi Agency Response)

Universal   
and Targeted

Whole Family, coordinated multi agency response required

Improve outcomes and prevent escalation to Safeguarding

**Step 3 / Level 3 Need**

SAF   
Early Help Assessment

**Children and Young People with additional needs**

(single or multi agency/practitioner response)

Universal   
and Targeted

Universal support unable to meet need

Prevent escalating need to improve outcomes

**Step 2 / Level 2 Need**

Universal Providers

**Children and Young People with no additional needs**

Universal Voluntary and Community Sector

Not making expected progress

Universal support and monitoring

**Step 1 / Level 1 Need**

**Level 1 - Universal Provision Children with no additional needs.**

Children and young people who are achieving expected outcomes and have their needs met through universal service provision. Typically, these children/young people are likely to live in a resilient and protective environment. Families will make use of community resources. Universal services remain in place regardless of which level of need a child is experiencing.

In general, children and young people with disabilities will have their needs met through early help and targeted services at levels 1, 2 and 3.

However, some children with a high level of need related to severe disabilities may require specialist services at levels 4.

**Level 2 - Early Help – Targeted Provision Children with Additional Needs which can be met by a single practitioner/single agency or where a coordinated multi-agency response is needed.**

These are children and young people identified as having an additional need which may affect their health, educational or social development and they would be at risk of not reaching their full potential. The single assessment process Early Help Assessment is the tool to use to identify need and plan help for the family.

**Level 3 - Early Help – Targeted Provision for Children with multiple issues or complex needs where a co-ordinated multi-agency response is required.**

These are children and families whose needs are not being met due to the range, depth and significance of their needs which makes them very vulnerable and at risk of poor outcomes. A multi-agency response is required using either the single assessment framework whole family assessment tools as in most instances there will be issues for parents which are impacting on the children achieving positive outcomes. These families need a holistic and coordinated approach and more intensive intervention and help. Lead Professionals could come from a range of agencies as the key issue will be the quality of the relationship that exists between practitioner and family to assist them to make change and reduce the likelihood of moving into Level 4 services.

**Level 4 - Services to keep the child safely at home** **– where a statutory response is required.**

These are children whose needs and care is significantly compromised and they may be at risk of harm or at risk of becoming accommodated by the Local Authority. These families require intensive support on a statutory basis. This will include support provided by Children’s Services under a Child Protection Plan and may require the use of legal orders. The assessment and multi-agency response will be coordinated by a social worker, will be holistic and consider the needs of all family members.

**Level 4 (step 5) - Need that cannot be managed safely at home.**

Children and young people who require intensive help and support from a range of specialist services. These children will often need to be accommodated outside of their immediate family or may require admission into hospital or other institutional settings. In most cases the multi-agency involvement would be led by a social work Lead Professional.

**3. Child Protection policy for St Bede’s Catholic School and Sixth Form College**

**KCSIE 2021 – summary of Key changes can be found within the appendices.**

This policy applies to all staff, governors and volunteers working in school. There are six main elements to the policy:

(1) Establishing a safe environment in which children can learn and develop

(2) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children

(3) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding

(4) Raising awareness of child protection issues and equipping children with resilience and the skills needed to keep them safe

(5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse

(6) Supporting pupils who have been abused in accordance with his/her agreed child protection plan

***(1)******Establishing a safe environment in which children can learn and develop***

This links to the school’s overall safeguarding arrangements and duty of care to all students.

The following policies are relevant:

PSHE Policy, Behaviour Policy, Substance Misuse Policy, Health and Safety Policy Guidelines, Health and Safety Policy and Procedures Document, Child Protection Policy, Prevention of Radicalisation, Allegation Management Procedure, Confidentiality Policy, Safeguarding Standards.

***(2)******Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children -* cross reference Safeguarding Policy, Safeguarding Employment Standards, Visitors Policy, Child Protection SEF, Safeguarding Strategy, Safeguarding Audit of Practice. Reference Policy and Vetting Policy.**

The following staff and governors have received Safe Recruitment training:

Ian Merrington – to train the trainer level.

Mr D Dixon – Foundation Governor

Mrs J Underwood Headteacher PA and administrator of the recruitment process.

* Our school will comply with the requirements outlined in local multi-agency safeguarding arrangements ‘Key Safeguarding Employment Standards’ and in the DSCB Child Protection procedures as well as national documentation in ‘Keeping children safe in education’ September 2020, Part 3.
* Our school will refer to its responsibilities regarding safeguarding and child protection in all job descriptions, and/or to its profile in the school, in the general information distributed with application forms. Annex B in Keeping Children Safe in Education September 2020 has specific details of the role of the designated safeguarding lead.
* Our school will undertake appropriate pre-employment checks on all staff working in school, including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information, as detailed in Part 3: Safer Recruitment in Keeping children safe in education, 2020.
* As outlined in KCSIE 2020 (paras131-141), the level of DBS certificate required, and whether a check for any prohibition, direction 128, sanction, or restriction is required, will depend on the role that is being offered and duties involved (99). As the majority of staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information, will be required for most appointments.
* In a school or college, a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity (KCIE2021).
* Volunteers will not be left unsupervised with groups of children, nor will they be in areas where they cannot be fully seen by the supervising teacher.
* In accepting the offer of help from volunteers, especially those unknown, staff are aware that schools in general are attractive places for ‘unsafe’ volunteers.
* Schools may be places where those with unhealthy interests in children seek to find employment (paid or otherwise). Staff should be vigilant about all inappropriate behaviour with children that gives cause for concern. Staff receive refresher safer recruitment briefings (September 2020)
* Supply staff - ensure that appropriate DBS checks are carried out before employing supply staff.
* Our Local Governing Committee will be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow guidance.
* Members of our Local Governing Committee (except associate governors) will be subject to a Section 128 check.
* Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure.
* Volunteers and helpers should feel able to discuss difficulties with the teacher, who will respond with advice and additional guidance and supervision.
* Volunteers and helpers will not have the opportunity to feel that they are in charge and thus in a position of power, which may then be abused.
* Volunteers, helpers and staff new to the school are given a leaflet that covers behaviour guidelines for staff and volunteers.

***(3) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding***

* ‘**All** staff members should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction’.

This should include:

* The child protection policy
* The Staff Code of Conduct);
* The role of the designated safeguarding lead’ (including the identity of the designated safeguarding lead and any deputies), KCSIE September 2019 Part 1 (para 13)

Copies of policies and a copy of Part 1 of Keeping children safe in education, September 2021, will be provided to staff annually. All staff are required to read this.

* *‘*If staff have **any concerns** about a child’s welfare, they should act on them immediately’. KCSIE Part 1. They should not assume a colleague, or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision’.
* In addition, staff (including temporary, supply staff, contracted staff and volunteers) should receive an induction covering signs and symptoms to be aware of, response to disclosures and the need for prompt communication to the designated safeguarding leads and accurate recording. This will include how to record information about concerns on CPOMS if this system is used in school.
* Safeguarding responsibilities of all staff will be re-enforced before they start work. This policy along with a booklet covering safe professional practice, ‘Behaviour Guidelines for Staff’, will be made available to them. All staff will be made aware of the practical government guidance document ‘Guidance on Safer Working practice for Adults who Work with Children and Young People’, Safer Recruitment Consortium. October 2015.
* All adults working in school will be asked to read Part 1 ‘Safeguarding information for all staff’, pages 1-17 from ‘Keeping Children Safe in Education’ 2020 – evidenced by email trail this year – Covid 19 measure.
* All adults working in school receive regular whole-school safeguarding and child protection training. The majority of staff receive training in twilight sessions or INSET days. Training is delivered by access online training platforms, bite size briefings, INSET and regular emailed alerts.
* In addition, adults are regularly reminded of key messages in order to maintain heightened awareness of safeguarding and child protection issues. Safeguarding is embedded in all our work within school. We do this in the following ways in school:
* Through briefings
* Staff meetings
* Bespoke CPD
* Emailed documents and updates provided within Teams.
* Assemblies
* Induction sessions include safeguarding oneself and make specific reference to the leaflet, ‘Behaviour Guidelines for staff and volunteers’, that offers guidance to staff and volunteers on the way they should behave when working with children.[[2]](#footnote-2)
* In addition to the Designated Officers, the following staff are responsible for coordinating child protection and safeguarding work within the broader school curriculum and extended curriculum:

Mr P Diston PSHE Coordinator

Mrs J Bestford School Counsellor

Mrs K Hutchinson School Chaplain

Mr A Freeman E-safety

Student Support Teams and in particular Year Leaders and Welfare Managers.

* Member of the team supporting the designated safeguarding lead specialise in promoting certain themes within school

*Young carers*

*Domestic abuse awareness*

*Drugs and alcohol*

*Child Sexual Exploitation*

*Prevent….*

* ‘The designated safeguarding leads and any deputies undergo training to provide them with the knowledge and skills required to carry out the role. The training is updated every two years. Keeping children safe in education, September 2020, Part 2.
* The Nominated Governor with responsibility for Child Protection is Mrs M Gray.

***(4)******Raising awareness of other safeguarding issues, boosting resilience and equipping children with the skills needed to keep them safe***

We raise other related issues with children and their parents/carers in the following ways:

**Children**

* Awareness of IT, e-safety issues including cyber-bullying, sexting and hazing. We are mindful that children are safe from terrorist and extremist material when accessing the internet in schools. All schools in the County have the new Smoothwall filtering and monitoring system in place for this and other potentially risky content. It is wise for a Designated Safeguarding Lead to review these records regularly to see whether it links up with other safeguarding concerns about particular individuals. Online safety is continually emphasised in line with Annex C of Keeping children safe in education, September 2020 and DFE Teaching Online Safety in Schools, June 2019.
* Other themes are addressed through our PSHE and SRE programmes, assemblies, outside visitors and trainers.
* Names (and photographs) of staff and adults in school that children can speak to if they have concerns (school, family or community issues).

**Parents/Carers**

* Our website and parent newsletter will re-enforce the message that our school is committed to the welfare and protection of all children in its care. School staff and governors take this duty of care very seriously.
* Newsletters, letters to parents about specific issues, our school website and Parents Evenings are used to disseminate and re-enforce key safeguarding and child protection information.
* Parents are told that it is essential that school records are kept up to date. Parents are asked to keep school informed of any changes. We are aware that as a school we are required to hold more than one emergency contact number for each child KCSIE 2020. School will accordingly update records held to reflect:

-current address and telephone contacts

-which adults have parental responsibility

-court orders which may be in force

-children on the Child Protection list

-the child’s name at birth and any subsequent names (taking care over unusual spellings)

-any other changes to home circumstances

***(5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse***

**Names of designated safeguarding leads**

All staff, including part-time, peripatetic and adults working with children in school should be informed who these colleagues are. Crucially, this also applies to work-placement students, trainee teachers and supply staff who might be the fresh new face that a child might disclose something important to.

Mr I Merrington - Director of Academy Services ext 204

Mrs G Kilburn - Senior Assistant Headteacher ext 311

Mrs J Bradley - Associate Assistant Headteacher ext 235

Contact details are also on the home screen of the reception notice screen.

**Recording concerns**

ALL disclosures passed to the designated safeguarding leads must be written, signed and dated on the relevant disclosure form. All concerns however will be recorded within CPOMS, signposted to appropriate staff.

The more relevant details staff can document the better (approximate size, colour of injury, which arm, if burn is scabbing over etc.) Staff can express concern or sensitively remark about an injury (open ended questions) but should not ask direct questions. They should never do so in front of other children.

Disclosures of worrying information by children must also be recorded on a ‘concern’ form and/or CPOMS.

‘All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, e.g. Designated Safeguarding lead (& deputy) or Children’s Social Care.’

‘Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child’.

Keeping Children Safe in Education, September 2020, Part 1.

Staff should write the exact words used by the child. Any original notes/jottings/reminders made by the adult must be stapled to the form as first-hand information that could be important if a case went to court.

**Listening to Children and Receiving Disclosures**

* We embrace our role as a listening school where children can discuss concerns with any member of staff or adult who works with them. Staff (teaching and support) will make time and be available should children approach them with a situation they are worried about.
* Concerns must be taken seriously and at face-value. It is easy to make speedy judgements based on previous knowledge of the child or young person.
* Staff receiving a disclosure are unable to promise ‘keeping a secret’ or confidentiality. They will need to explain that depending on what the child says they might need to share the information with someone who deals with these concerns in school.
* If the child does not wish to continue and say anything further the adult should pass on the concern to the designated safeguarding lead that might wish to keep an eye on that student and may well be aware of other issues of concern.
* When the member of staff next comes across the child concerned, it would be appropriate to ask how they are and remind them that they are able to come and talk when they wish.
* Staff should never speak to another sibling in the family to make enquiries: to investigate concerns is not the role of the school and parents/carers would be rightly aggrieved.
* If there is concern about another member of staff or adult working in school, the matter must be passed straight to the Head Teacher. The member of staff concerned must not be spoken to, nor should an investigation commence.

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| **Please remember:**  (i) the child should be allowed to make the disclosure at his/her own pace and in his/her own way.  (ii) the member of staff should avoid interrupting except to clarify what the child is saying but  (iii) should not probe for any information that the child does not volunteer. |

**Recording and Response of the designated lead professional**

All information received is stored in the child’s ‘concern’ file. Where this is in electronic form, we provide appropriate levels of access to information. Records are kept securely in locked storage and away from the child’s individual school records. (The child’s individual file is marked to show the existence of the additional ‘concern’ file). Our designated safeguarding leads can access these documents in an emergency or in the event of an enquiry for information by the MASH (Multi-Agency Safeguarding Hub) Team, for example.

We keep a simple central ‘chronology of significant events’ for all children in school. This assists, should the MASH make contact about issues beyond school and inform any other concerns in school.

Discussing concerns with the **First Contact Service 03000 267979** Procedures detailing local multi-agency arrangements may be found on

www.durham-scp.org.uk, including detailed information about the management of individual cases. In addition, staff should refer to the County Durham Practice Framework: Single Assessment Procedure and Practice Guidance, September 2015.

We use the local authority Referral Form for notifying First Contact of concerns.

If a concern is taken up as a referral under section 47: Child Protection, actual or likelihood of significant harm, parents or carers will be informed of this unless to do so would place the child at further risk of harm.

If the child requires immediate medical attention staff will accompany the child to the nearest Accident and Emergency Department. First Contact will be informed immediately if the injuries are linked to a child protection matter, so an appropriate paediatrician sees the child. The Director of Children and Young People’s Services will be informed, and parents will be notified of the action taken.

If the situation is an emergency and staff are unable to speak to First Contact, we will phone the **Police on 0845 6060365** and ask to speak to a colleague in the Vulnerability Unit concerning a child.

**Discussing concerns with First Contact will be followed up in writing.**



‘**Any staff member** who has a concern about a child’s welfare should follow the referral processes set out in paragraphs 41-53’. Keeping Children Safe in Education, 2020, Part 1 (para 9).

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| **First Contact Service**  **5, Parson’s Court, Newton Aycliffe, DL5 6ZE**  **Telephone: 03000 26 79 79** |

**Attendance at Strategy meetings if assessed to be child protection concern.**

Strategy meetings are one of four multi-agency meetings as part of Child Protection processes. Local multi-agency procedures have detailed guidance about these meetings www.**durham**-scp.org.uk.

School staff may be invited to a strategy meeting. These multi-agency meetings are called to decide whether the threshold for an s47 enquiry should commence to investigate the concerns that have been raised.

These meetings may be called at short notice and we recognise that appropriate staff from this school should attend wherever possible. If the school is the referring agency, they should be invited to attend these meetings. (School is able to offer a venue if there is a suitable room where confidentiality can be assured).

Staff should make available any handwritten notes, dated and signed, as well as other records from the concern file including the single agency chronology of concerns. Any further written evidence from the child: stories, drawings etc. should be brought to the meeting.

In school, staff should monitor the child discreetly for any further concerns or signs that are worrying and give support and reassurance to the child.

All information should be treated with discretion and confidentiality and shared in accordance with ‘A Guide for Professionals on the Sharing of Information’. Durham LSCB, 2014.

If concerns are not substantiated following the section 47 enquiries our school will work with other agencies to determine what further support the family and child require. The school will continue to monitor and support the child.

(6) **Supporting pupils who have been abused in accordance with their agreed child protection plan: multi-agency work. See Section 4 below:**

**4. Multi-Agency Work in Child Protection**

*Initial Child Protection Conference: school responsibilities*

*See local partnership procedures for more details, www.durham-scp.org.uk.*

*Following the final strategy meeting (some complex cases like forced marriage, fabricated and induced illness and organisational abuse may require several strategy meetings) a decision might be made to hold an Initial Child Protection Conference. This work continues within Family First teams within the County.*

*A conference will be called if there is thought to be an on-going risk or likelihood of significant harm to the child(ren). The date will be within 15 working days after the last strategy meeting.*

**School responsibilities**

**Attendance**

It is understood that appropriate school staff should make every effort to attend (unless the date coincides with school holidays). In this case it might be possible for other colleagues with a working knowledge of the child and family to attend. School will determine the most appropriate colleague: Class Teacher, Headteacher, designated lead professional for child protection. This colleague should be fully briefed about preparation for and conduct of Initial (and Review) Child Protection conferences and they should be in a position to commit the school to continue the work and resources involved in monitoring the child’s welfare and any other tasks allocated as part of the Child Protection Plan.

If no one is able to attend, the conference clerk and the Independent Reviewing Officer should be contacted without delay.

Likewise, these colleagues should be informed if the invitation to attend the conference arrives too late to enable other responsibilities (writing report, sharing with parents) to be undertaken as laid down in the DSCP procedures.

**Preparation of a report**

Schools may wish to amplify and develop information provided on the new Referral form as the basis of their report. Less experienced colleagues should be supported with the preparation of this document.

The report will contain objective information and provide evidence to support the views contained within it. It will refer to all aspects of the child’s life in school, noting specific changes or areas/situations where the child’s attitudes and concentration differ from the norm. It will provide details of how the school has worked and might continue to work with the child and their family.

**Chronology of significant events**

A single-agency chronology should also be produced for this meeting using the template available on the DSCP website www.**durham**-scp.org.uk. The detailed ‘in house’ school chronology should be streamlined to include key relevant incidents noted by school.

**Sharing of the report**

This may cause tensions between school and the child’s parents and carers, but this is in line with local partnership arrangements and procedures. It is the responsibility of all professionals attending the conference. The report should be shared with parents/carers of the child at least **two working days** before the conference. Part of the report may also be shared with the young person, where age-appropriate. This will give the family a chance to question or clarify any issues raised within the report prior to the conference. If there are areas of the report which are confidential then the designated lead professional should contact the Independent Reviewing Officer who chairs the conference.

The report will be passed to the Conference Clerk via the secure e-mail system ready for dissemination to other professionals attending the conference.

***Membership of a Core Group***

This school recognises that membership of a core group is a responsibility that necessitates time and commitment to attend regular meetings and complete the work detailed in the Child Protection Plan.

The merged multi-agency chronology will be regularly updated as part of this on-going work.

***Review Child Protection Conference***

The school will complete the relevant report for the first review conference, after 10 weeks and for any subsequent reviews at intervals of 5 months. The report will detail work undertaken by the school with parents/carers and the child to complete the tasks assigned in the Child Protection Plan. This report should be shared **7 days** before the conference takes place. This report will detail the progress made towards the tasks outlines on the Child Protection Plan.

**5. Information-sharing**

**(1) Parents/Carers**

Staff and Headteacher must **not** automatically contact parents if there is a disclosure by the child or there are other concerns that the child may be at risk of significant harm. Rather schools should discuss concerns with the First Contact Service. Information should not be shared with parents if there was a likelihood that by doing so it might place the child at further risk of harm.

Parents must be aware that once matters have been referred to the First Contact Service the school can only explain the procedure and is not able to give ‘progress reports’ on the case.

**(2) School staff**

There is a delicate balance to be struck between alerting members of staff to the concern about the child and the need to protect the child from too many people knowing. Information should only be divulged on a ‘need to know’ basis. Other members of staff need to know sufficient detail to prepare them to act with sensitivity to a distressed pupil. They do not need to know details.

**(3) Children transferring to another school**

When a child on the Child Protection List moves to another school the designated lead professional will inform the new school immediately and arrange the handover of confidential information separately from other records.

If a child for whom there are other existing serious concerns transfers to another school, the new receiving school will be informed immediately and written records will follow. If the school is within the County or close by, information could be handed over personally from one safeguarding lead to another. A form should be prepared for both schools to sign to confirm receipt of the records.

Any child transferring to another school (or at the end of a key stage) who has a concern file, this should be passed on promptly to the new school (CPOMS). If schools fail to do this the new school should phone the previous school and clarify that there are no issues that school should be aware of.

**(4) County Guidance and protocols**

**Eight Golden Rules for Information-sharing and flowchart**

**County Durham Protocol for Working Together in the Delivery of Services to Adults and Children**

DSCP safeguarding arrangements and procedures

**A Guide for Professionals on the Sharing of Information**

County Durham Safeguarding Adults Inter-Agency Partnership and Durham LSCB (2014).

**Information Sharing**

Staff at our school are aware of the need to share information appropriately. The documents above emphasise the key point that if there is a suspicion that a child could be at risk of significant harm, they should refer the matter to the First Contact Service without delay. Concerns must always be followed up in writing.

Our school takes care to ensure that information about a child is only given to the appropriate external people or agencies. Staff will take names and ring back via a main switchboard if unsure. All staff within school will be aware of the confidential nature of personal information about a child and the need for maintaining confidentiality. They will seek advice about parental responsibility issues if unsure.

**6. Allegations against teachers and other staff**

See Part 4 of Keeping children safe in education September 2020. There is an extensive section in the DSCP online Child Protection Procedures (under Core Procedures).

Allegations of abuse by staff in schools must be investigated in accordance with the DSCP procedures, and when dealing with any allegation against staff, it is vital to keep the welfare of the child as the central concern. However, as in all child protection issues, a balance needs to be struck between supporting and protecting the child and keeping the effects of possibly false allegations to a minimum. Thus, urgent consideration should be given to the substance of the allegations.

* On receiving an allegation, the Headteacher will proceed in line with recognised procedures - consulting immediately with LA officers (LADO, Local Authority Designated Officer - Sharon Lewis) and/or informing the First Contact Service. If the LADO is unavailable there should be no delay in discussing with First Contact. **The Headteacher must not start to investigate.**
* Allegations regarding the Headteacher should be passed to the Chair of Governors. Should this lead to delay, the person receiving details of the allegation should follow the advice above and report the matter immediately to the LADO and First Contact Service. At this stage the Headteacher should not be informed of the allegation (the same process as for any member of staff or adult in school). The Chair of Governors should be informed as soon as possible and asked to contact the LADO.

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| **Local Authority Designated Officer (LADO)**  **Sharon Lewis 03000 268835**  **First Contact Service**  **03000 267979**  **CYPSLADOSecure@durham.gov.uk** |

* Investigations will be carried out by the appropriate agencies.
* In dealing with any allegation the Headteacher and governors need to balance:
  + The seriousness of the allegation.
  + The risk of harm to pupils.
  + Possible contamination of evidence.
  + The welfare of the person concerned.
* Suspension of the member of staff will be considered

(a) if there are any grounds for doubt as to the suitability of the employee to continue to work

(b) where suspension may assist in the completion of an investigation.

* Suspension will be carried out in line with LA guidelines. Headteachers may find it useful to contact the LA Human Resources Department for guidance.
* During the investigation support will be offered to both the pupil making the allegation and the member of staff concerned.
* A disciplinary investigation will be carried out only after Police and Intervention and Assessment Teams propose to take no further action.
* Detailed records will be kept by all parties involved.
* Where recommendations are made to school regarding the outcome of a Child Protection investigation the school will advise Children and Young People’s Services regarding their response to the recommendation. For example, if a person is suspended and returns to school, the date of that return should be communicated.

The following definitions are now used when determining the outcome of allegation investigations:

**Substantiated**: there is sufficient evidence to prove the allegation;

**Malicious**: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

**False**: there is sufficient evidence to disprove the allegation;

**Unsubstantiated**: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

**7. Safe Touch**

**Physical contact other than to control or restrain**

Our school has policy guidelines on the use of touch, including an Intimate Care policy and this includes such points as:

* assisting in the washing of young children who have wet/soiled themselves
* intimate care risk assessments for certain children with medical needs or disabilities.
* using physical contact to demonstrate exercises or techniques, for example, in PE, sports coaching, CDT
* administering First Aid
* supporting younger children and children with special needs who may need physical prompts or help
* giving appropriate comfort to a child who is distressed
* recognising that physical contact is a sensitive issue for some cultural groups
* acknowledging that physical contact becomes increasingly open to question as children reach and go through adolescence
* ensuring a consistent approach where staff and pupils are of different genders
* acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued
* having a prescribed handling policy for children requiring complex or repeated physical handling, with specific training for staff who deal with them.

**8. Physical control and restrictive physical intervention: Use of reasonable force**

Our school follows the DfE guidance on the use of restrictive physical interventions covering the appropriate use of reasonable force.

DfE Guidance: Use of Reasonable Force in Schools (2013) gives guidance on:

* when staff may use physical control and restraint
* who is allowed to use physical control and restraint
* what forms physical control and restraint may take in particular circumstances
* what forms of physical control and restraint are not acceptable
* recording of incidents where physical handling has been used
* The Policy also makes it clear that corporal punishment is NOTallowed.

**9. The Prevent duty**

The Counter Terrorism and Security Act 2015 places a responsibility on certain bodies, including schools, to have ‘due regard to the need to prevent people from being drawn into terrorism’. The DfE has produced non-statutory advice for schools, ‘The Prevent duty’ June 2015.

This work is part of schools’ broader safeguarding responsibilities and protecting children from other harms (drugs, gangs, neglect, and sexual exploitation). During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. The PREVENT duty (July 2015) summarises four areas in which schools might be involved: risk assessment, working in partnership, staff training and IT policies.

In our school:

* staff can identify children who may be vulnerable to radicalisation. Information or concerns are shared with the Designated Safeguarding Lead in the same way as other information that might be a safeguarding concern, who will then follow procedures in line with DSCP guidance.
* policies and procedures are in line with those of DCC, Durham Constabulary and the DSCP.
* throughout the life of the school as well as in specific lessons to build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
* robust online policies are mindful of guidance within Keeping Children Safe in Education, September 2019, Annex C ‘Online safety’, and DfE guidance ‘Teaching Online Safety in School’ June 2019.

Prevent Duty Guidance in England and Wales (2015), paragraph 64, notes

*‘Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues’*

Through discussion with the specialist colleagues at Durham Constabulary it may be appropriate to make a referral to the Channel programme. This programme focuses on support at an early stage, tailor-made to the individual young person. Engagement with the programme is entirely voluntary. A school representative may be asked to be a member if a student from the school is to be discussed at the Channel panel.

The Prevent Team

HQ special [branch@durham.pnn.police.uk](mailto:branch@durham.pnn.police.uk)

DCC Community Safety 03000 265436/435

[Community.safety@durham.gov.uk](mailto:Community.safety@durham.gov.uk)

(The DSCP website ‘Professionals; Prevent-Counter Terrorism; has examples of policies produced by the Safe Durham Partnership as well as further information including e-learning opportunities.)

**10. Child Sexual Exploitation**

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 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 gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to economic or other resources.

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

• Appear with unexplained gifts, money or new possessions

• Associate with other children involved in exploitation

• Suffer from changes in emotional well-being

• Misuse drugs and alcohol

• Go missing for periods of time or regularly come home late

• Regularly miss school or education or do not take part in education

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

**Schools must be aware of young people who could be at risk of sexual exploitation.**

The definition makes it clear that this is where there is an imbalance of power in a relationship when the young person receives something as a result of engaging in sexual activities. There are varying degrees of coercion, intimidation or enticement that might also link to bullying, peer pressure and e-safety issues. National Serious Case Reviews highlight that sometimes these young people are perceived as ‘bad’ not ‘sad’. Where there is a deterioration in behaviour, work, and changes to friendship patterns along with missing from home or absenting school the underlying factors need to be examined. If there is a concern that a young person may be at risk of sexual exploitation the designated lead should discuss with First Contact Service where there are specialist colleagues trained to assist in these cases.

Durham DSCP has a section of their website devoted to resources, guidance, and a risk assessment matrix that assists schools. The multi-agency ERASE team website is available as a source of help and information for children, parents and the wider community, wwsw.eraseabuse.org.

For concerns relating to sexualized behaviour by children and young people, the Brook Traffic Light Tool (brook.org.uk) is a useful resource. Concerns (green, amber and red) are listed within four age categories 1-5; 5-9; 9-13 and 13-17 years. This information can be used to supplement other information from the 0-19 levels of need document as part of a wider referral to First Contact.

**Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

**Child Sexual Exploitation**

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

CSE can occur over time or be a one-off occurrence, can range from opportunist to complex organised abuse and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media.

It can involve force and/or enticement based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

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

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

Signs include:

* Underage sexual activity
* Inappropriate sexual or sexualised behaviour
* Sexually risky behaviour, e.g. 'swapping' sex
* Repeated sexually transmitted infections
* In girls, repeated pregnancy, abortions, miscarriage
* Having multiple mobile phones and worrying about losing contact via mobile phone
* Having unaffordable new things (clothes, mobile phone) or expensive habits (alcohol, drugs)
* Changes in the way they dress
* Going to hotels or other unusual locations to meet friends
* Seen at known places of concern
* Moving around the country, appearing in new towns or cities, not knowing where they are
* Getting in/out of different cars driven by unknown adults
* Having older boyfriends or girlfriends
* Contact with known perpetrators
* Involved in abusive relationships, intimidated and fearful of certain people or situations
* Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
* Recruiting other young people into exploitative situations
* Unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behavior and / or emotional distress)
* Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
* Getting involved in crime / police involvement, police records
* Involved in gangs, gang fights, gang membership
* Injuries from physical assault, physical restraint and/or sexual assault

**11. Female Genital Mutilation**

This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. This is illegal in the UK (The FGM Act 2003), abusive and has varied long-lasting consequences for the young girl. If adults working with girls suspect that one might be at risk, it is essential that they pass the information on to the designated safeguarding lead who will phone First Contact for advice. There is a FGM Helpline also on 0800 028 3550. There is also a useful website: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

**2 new guidance leaflets have been produced by the Home Office & the National FGM Centre:**

[**http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf**](http://briefing.safeguardinginschools.co.uk/lt.php?s=c08dd3322ee433f9daa71867532506b1&i=73A99A5A616)

[**https://www.gov.uk/government/publications/female-genital-mutilation-leaflet**](http://briefing.safeguardinginschools.co.uk/lt.php?s=c08dd3322ee433f9daa71867532506b1&i=73A99A5A617)

The Home Office has produced some free, informative, on-line training that designated leads might wish to access:

Virtual college e-learning: Recognising and Preventing FGM.

If a teacher discovers that an act of FGM has been undertaken on a girl under the age of 18, they have a duty to report this to the police.

**Honour Based Violence** is a cultural, not a religious phenomenon. It impacts in a range of communities. The challenges for services include developing responses that keep people safe and hold perpetrators to account without stereotyping, stigmatising or making assumptions about any given individual or community.

Honour Based Violence, which may include forced marriage and / or female genital mutilation, is perpetrated against children and young people for a number of reasons. These include:

* Protecting family ‘honour’ or ‘Izzat’
* To control un-wanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual or trans gender)
* As a response to family, community or peer group pressure
* Strengthening family links
* Protecting perceived cultural and/or religious ideals (misguided or dated)
* Retaining wealth, property or land within the family
* Preventing unsuitable relationships
* Assisting claims for residence and citizenship in the UK
* Perceived immoral behaviour including:
  + Inappropriate make-up or dress
  + Possession and / or use of a mobile telephone
  + Kissing or showing other forms of intimacy in public
  + Rejecting a forced marriage
  + Being a victim of rape or other serious sexual assault
  + Inter-faith relationships
  + Seeking a divorce.

**Practitioners should never lose sight of the fact that they are interacting with extremely vulnerable children and young people, who may be faced with making life changing decisions in an extremely short space of time.**

**Many honour-based violence victims, as in mainstream domestic abuse, just want the abuse to stop. They fear ‘criminalizing’ their parents, families and / or their faith group and fear being isolated from their communities.**

A child or young person who is at risk of honour-based violence is at significant risk of physical harm (including being murdered), and / or neglect. They may also suffer significant emotional harm, as a result of a threat of violence or witnessing violence directed towards a sibling or other family member.

**12. Online Safety**

This policy links to the wealth of other policies in school, and those that schools may download and customise from the following sources:

2019 DFE ‘Teaching Online Safety in Schools’

September 2019 Durham LA Online Safety Policy Template for Educational Settings

School’s Behaviour Policy

School’s Anti-bullying Policy

Two items are referenced in the Appendices on Sexting:

Annex G from Sexting in schools and colleges: Responding to incidents and safeguarding young people

Advice for schools: Responding to and managing Sexting Incidents (UK Safer Internet Centre)

There is a Professionals Online Safety Helpline 0844 381 4772

On the DSCP website in the Multi-agency online Procedures Manual, part 2, Safeguarding Practice Guidance there is further information under ‘E-safety: Children Exposed to Abuse through the Digital Media’

**13. Peer on Peer Abuse**

Peer on peer abuse is taken very seriously within KCSIE and our staff are aware that children are capable of abusing their peers.

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children’s Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or

Whether the perpetrator has repeatedly tried to harm one or more other children; or

Whether there are concerns about the intention of the alleged perpetrator.

In this school, peer on peer abuse will not be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’.

Peer on peer abuse may take different forms:

* Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
* Sexting, also known as Youth Produced Sexual Imagery
* Initiation/hazing type violence and rituals
* ‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.
* Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, either standalone or as a pattern of abuse.

The following steps are taken in school to minimise these risks:

* Provide a developmentally appropriate relationships education, relationships & sex education and health education curriculum which develops students understanding of acceptable behaviour and keeping themselves safe and will be in line with DfE guidance from September 2020.
* Have systems in place for any student to raise concerns with staff, knowing that they will be listened to and valued.
* Develop robust risk assessments where appropriate.
* Have relevant policies in place (e.g. behaviour policy, anti-bullying policy).

**Quite simply, peer on peer abuse will not be tolerated.** All staff will take a zero tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between peers, many of which may be sexual in nature. We recognise that even if there are no reported cases of peer on peer abuse that such abuse may still be taking place and all staff should be vigilant.

A difficult feature of peer on peer abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults and children. In cases where peer on peer abuse is identified we will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support.

The school takes the following steps to minimise the risk of peer on peer abuse:

* Ensures staff are aware of the indicators and signs of peer on peer abuse and how to identify them
* Addresses inappropriate behaviour (even if it appears to be relatively minor)
* Has clear robust policies on dealing with key issues of behaviour such as cyber bullying
* Ensures staff and students are aware of the policies
* Ensures robust supervision and be aware of potential risky areas in the school
* Increases supervision during key times
* Takes steps to prevent isolation
* Separates children if needed
* Where risk is identified, a student risk assessment is put in place

Each alleged incident will be recorded, investigated and dealt with on an individual basis based on the following principles:

* All information will be recorded in writing using the agreed procedures (CPOMS or by completing a cause for concern form)
* All children involved (victim and alleged perpetrator) in school will be spoken to separately by the DSL
* Where the incident also involves a child at a different establishment the DSL will ensure effective liaison and information sharing
* All children involved (victim and alleged perpetrator) will be appropriately supported throughout the process
* The DSL will balance the child’s wishes against their duty to protect the child and other children
* The school will work with our local safeguarding partners where appropriate
* The DSL may need to go against the victim’s wishes and make a referral to children’s social care or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available
* Parents will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk)

Victims, perpetrators and any other children affected by peer on peer abuse will be supported in the following ways:

* Support will be tailored on a case-by-case basis
* All children involved will be supported by an allocated member of staff
* The needs and wishes of the victim will be taken into account, along with protecting the child
* Wherever possible, the victim and witnesses will be able to continue their normal routine.
* The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report
* All reasonable steps will be taken to protect the anonymity of any children involved in any report of sexual violence or sexual harassment
* Adequate measures will be put in place to protect the children involved and keep them safe
* A needs and risk assessment will be made and a safety plan put in place when required
* Early help, children’s social care and other agencies will support where appropriate

Research tells us girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but can do so in different ways.

To reiterate, we recognise that peer on peer abuse can manifest itself in many ways such as:

* Child Sexual Exploitation / Child Criminal Exploitation
* Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
* Physical abuse
* Radicalisation
* Abuse in intimate friendships / relationships
* Sexual violence and sexual harassment
* Gang associated and serious violence
* Initiation / hazing type violence and rituals
* Consensual and non-consensual sharing of nudes and semi-nudes images and /or videos
* Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
* Upskirting (which is a criminal offence)

There are a number of factors that make children more vulnerable to peer on peer abuse:

* Experience of abuse within their family
* Living with domestic violence
* Young people in care
* Children who go missing
* Children with additional needs (SEN and/or disabilities).

Some of the reasons why children abuse other children:

* The child may have been emotionally, physically, or sexually abused themselves
* The child may have witnessed physical or emotional abuse
* The child may have viewed sexually explicit / violent movies, video games or other materials
* The child may have just acted impulsively without meaning to harm anyone

Relationship abuse is unacceptable behaviour between any two people.

Further information: www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

**14. Serious Violence**

(Keeping Children Safe in Education, September 2019 (para 29 & 30)

* We will ensure that all staff are aware of the indicators that may signal that children are at risk from, or involved with, serious violent crime.
* Indicators may include:
* Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
* Increased absence from school
* Change in friendship/relationships with others/groups
* Significant decline in performance
* Signs of self-harm/significant change in wellbeing
* Signs of assault/unexplained injuries

Staff will also be made aware of the associated risks and understand the measures in place to manage them (please see the home office ‘Preventing Youth Violence and Gang Involvement’ and ‘Criminal Exploitation of Children and Vulnerable Adults: County Lines’).

**County Lines**

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

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

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

* Persistently going missing from home or school and subsequently found in areas away from their home
* In excessive receipt of calls and text messages
* In relationships with older, controlling individuals
* Associated with gangs
* Under suspicion of self-harm, physical assault or unexplained injuries
* With parental concerns
* Showing a significant decline in school performance
* Demonstrating significant changes in emotional wellbeing
* 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

**15. Consensual and non-consensual sharing of nude and semi- nude images and/or videos**

The term ‘sharing nudes and semi-nudes’ is used to mean the sending or posting of nude or semi-nude images, videos or live streams by children under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline.The term ‘nudes’ is used as it is most commonly recognised by children and more appropriately covers all types of image sharing incidents.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by children who are in relationships, as well as between those who are not in a relationship. It is also possible for a child in a consensual relationship to be coerced into sharing an image with their partner.

Incidents may also occur where:

* Children find nudes and semi-nudes online and share them claiming to be from a peer
* Children digitally manipulate an image of a child into an existing nude online
* Images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

Nude or semi-nude images, videos or live streams may include more than one child.

**Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children complex. There are also a range of risks which need careful management from those working in education settings.**

Many professionals may refer to ‘nudes and semi-nudes’ as:

* Youth produced sexual imagery or ‘youth involved’ sexual imagery indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children under the age of 18.
* ‘Sexting’. Many adults may use this term, however some children interpret sexting as ‘writing and sharing explicit messages with people they know’ rather than sharing images.
* Image-based sexual abuse. This term may be used when referring to the non-consensual sharing of nudes and semi-nudes.

Initial response

When an incident involving nudes and semi-nudes comes to the attention of any member of staff:

* The incident should be referred to a DSL as soon as possible.
* The DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
* There will be subsequent interviews with the children involved (if appropriate).
* Parents and carers will be informed at an early stage and involved in the process in order to best support the child unless there is good reason to believe that involving them would put the child at risk of harm.
* A referral will be made to children’s social care and/or the police immediately if there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process.

A disclosure may not be a single event and the child may share further information at a later stage.

**Any direct disclosure by a child should be taken seriously.** A child who discloses they are the subject of an incident of sharing nudes and semi-nudes is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Initial review meeting

The initial review meeting will consider the initial evidence and aim to establish:

* Whether there is an immediate risk to any child
* If a referral should 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 child – 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 as 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 children involved which would influence risk assessment
* If there is a need to contact another education, setting or individual
* Whether to contact parents or carers of the children involved - in most cases they should be involved

An immediate referral to police and/or children’s social care through the MASH or equivalent will be made if at this initial stage:

* The incident involves an adult.
* There is reason to believe that a child has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
* What you know 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 images involve sexual acts and any child in the images or videos is under 13.
* You have reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

If none of the above apply, the DSL may decide to respond to the incident without involving the police or children’s social care. They can still choose to escalate the incident at any time if further information/concerns are disclosed at a later date.

The decision to respond to the incident without involving the police or children’s social care will only be made in cases where the DSL is confident that they have enough information to assess the risks to any child involved and the risks can be managed within the school’s support and disciplinary framework and, if appropriate, their local network of support.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children’s social care, the DSL (or equivalent) should conduct a further review (including an interview with any child involved) to establish the facts and assess the risks.

When assessing the risks and determining whether a referral is needed, the following should be also considered:

* Why was the nude or semi-nude shared? Was it consensual or was the child put under pressure or coerced?
* Has the nude or semi-nude been shared beyond its intended recipient? Was it shared without the consent of the child who produced the image?
* Has the nude or semi-nude been shared on social media or anywhere else online? If so, what steps have been taken to contain the spread?
* How old are any of the children involved?
* Did the child send the nude or semi-nude to more than one person?
* Do you have any concerns about the child’s vulnerability?
* Are there additional concerns if the parents or carers are informed?

The DSL will decide whether a child is at risk of harm, in which case a referral will be appropriate, whether additional information or support is needed from other agencies or whether the education setting can manage the incident and support any child or young person directly. The DSL will always use their professional judgement in conjunction with that of their colleagues to assess incidents.

Supporting the child involved

The DSL or another member of staff (who the child feels more comfortable talking to) will discuss future actions and support with the child. This discussion will take into account the views of the child as well as balancing what are considered to be appropriate actions for responding to the incident.

The purpose of the discussion is to:

* Identify, without viewing wherever possible, what the image contains and whether anyone else has been involved.
* Find out whether the image has been shared between two people or shared further. This may be speculative information as images or videos may have been shared more widely than the child or young person is aware of.
* Discuss what actions and support might be needed, including preventing further distribution.

When discussing the sharing of nudes and semi-nudes, the DSL/member of staff will:

* Reassure the child that they are not alone, and the school will do everything that they can to help and support them. They should also be reassured that they will be kept informed throughout the process.
* Recognise the pressures that children can be under to take part in sharing an image and, if relevant, support their parents and carers to understand the wider issues and motivations around this.
* Remain solution-focused and avoid any victim-blaming questions such as ‘why have you done this?’ as this may prevent the child from talking about what has happened. For example, they will use questions such as ‘describe what happened’ or ‘explain to me who was involved’.
* Help the child to understand what has happened by discussing the wider pressures that they may face and the motivations of the person that sent on the image(s).
* Discuss issues of consent and trust within healthy relationships. Explain that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they do not want to do, or to show them things that they are unhappy about. Let them know that they can speak to the DSL or equivalent if this ever happens.
* Explain the law on the sharing of nudes and semi-nudes. It is important to highlight that the law is in place to protect children and young people rather than criminalise them and should be explained in such a way that avoids alarming or distressing them
* Signpost to the IWF (Internet Watch Foundation) and Childline’s Report Remove tool. Report Remove helps children and young people to report an image shared online, to see if it is possible to get the image removed. This must be done as soon as possible in order to minimise the number of people that have seen the picture.

Informing parents and carers

Parents or carers will be informed and involved in the process at an early stage unless informing them will put a child or young person at risk of harm. Any decision not to inform the parents or carers will be made in conjunction with other services such as children’s social care and/or the police, who would take the lead in deciding when they should be informed.

Supporting parents and carers

Children and young people can be involved in an incident in several different ways. They may lose control of their own image, receive an image of someone else or share an image of another person. In any of these situations, parents and carers may find it difficult to know how to deal with the knowledge that their child has been involved in an incident and may display differing emotions.

Whatever their feelings, it is important that we listen to their concerns and take them seriously. We will also help to reassure parents and carers by explaining that it is normal for young people to be curious about sex.

In all situations, parents or carers will be:

* Given information about the sharing of nudes and semi-nudes, what they can expect to happen next, and who will be their link person within the school.
* Given support to deal with their own feelings of upset and concern including signposting to further resources that can help them to understand the sharing of nudes and semi-nudes or support services they can contact, where appropriate.
* Given support on how to speak to their child about the incident.
* Advised on the law around the sharing of nudes and semi-nudes.
* Kept updated about any actions that have been taken or any support that their child is accessing, unless the child involved has specifically asked for this not to happen and is judged to be old enough to make that informed decision.
* Informed about sources of support for their child, in case they are feeling anxious or depressed about what has happened. This could include speaking to a Childline. counsellor online or on 0800 11 11, in house counselling services where available, or a GP. If they are concerned that their child is suicidal, they should contact 999.
* Directed to NCA-CEOP if the child discloses any further details to them that may suggest they are being groomed or sexually exploited.

Searching devices, viewing and deleting nudes and semi nudes

**Staff and parents or carers must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so as outlined below.**

Wherever possible, responses to incidents will be based on what DSLs have been told about the content of the imagery.

The decision to view any imagery will be based on the professional judgement of the DSL. Imagery will never be viewed if the act of viewing will cause significant distress or harm to any child or young person involved.

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

* The only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child involved.
* Necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child or parent or carer in making a report.
* Unavoidable because a child has presented it directly to a staff member or nudes or semi-nudes have been found on an education setting’s device or network.

If it is necessary to view the imagery, then the DSL will:

* Never copy, print, share, store or save them; this is illegal. If this has already happened, we will contact the local police for advice and to explain the circumstances.
* Discuss the decision with the headteacher or a member of the senior leadership team.
* Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the headteacher or a member of the senior leadership team.
* Ensure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team. This staff member does not need to view the images.
* Wherever possible, make sure viewing takes place on the school premises, ideally in the headteacher or a member of the senior leadership team’s office.
* Ensure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images.
* Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. This will be signed and dated.
* If any devices need to be taken and passed onto the police, the device(s) will be confiscated and the police will be called. The device will be disconnected from Wi-Fi and data, and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device will be placed in a secure place, in a locked cupboard until the police are able to come and collect it.

If nudes or semi-nudes have been viewed by a member of staff, either following a disclosure from a child or young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems), the DSL will make sure that the staff member is provided with appropriate support. Viewing nudes and semi-nudes can be distressing for both children and adults and appropriate emotional support may be required.

In most cases, children and young people will be asked to delete the imagery and to confirm that they have deleted them. They will be given a deadline for deletion across all devices, online storage or social media sites. They will be reminded that possession of nudes and semi-nudes is illegal. They will be informed that if they refuse or it is later discovered they did not delete the imagery, they are continuing to commit a criminal offence and the police may become involved.

All incidents relating to nudes and semi-nudes being shared will be recorded using the school’s procedures. Copies of imagery should not be taken.

It is important that children and young people understand the school’s policy towards nudes and semi-nudes. The content of this policy and the protocols the school will follow in the event of an incident will be explored as part of teaching and learning. This will reinforce the inappropriate nature of abusive behaviours and reassure children that school will support them if they experience difficulties or have concerns.

For more information: Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

**16. 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.
* Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

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

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

Additional advice can be found at: Cyber Choices, ‘NPCC- When to call the Police’ and National Cyber Security Centre - NCSC.GOV.UK

**17. Children with SEND/Health Issues**

Children with Special Educational Needs or Disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Children with SEND are three times more likely to be abused than their peers.

Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
* These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
* The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs
* Communication barriers and difficulties overcoming these barriers

Staff will support these children in expressing any concerns they may have and will be particularly vigilant to any signs or symptoms of abuse. The DSL and SENDCO will work together when dealing with reports of abuse involving children with SEND.

**18. Covid 19**

Additional Safeguarding Guidance:

Response to COVID 19

Agreed and adopted by the Local Governing Committee: 1st April 2020

Background

This additional guidance has been written as a result of the ongoing response to COVID 19.

It is under review and may be updated as circumstances continue to evolve and in light of changes made to government guidance published on 27th March 2020 Coronavirus (COVID 19): safeguarding in schools, colleges and other providers.

Help and support

Advice for the education sector is being updated daily.

The Department for Education COVID-19 helpline, is available to answer questions.

DfE coronavirus helpline

If you have a query about coronavirus (COVID-19), relating to schools and other educational establishments in England contact our helpline.

Email: DfE.coronavirushelpline@education.gov.uk

Telephone 0800 046 8687 (lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm)

If you are a member of school staff, ensure you have the school’s unique reference number (URN or UK PRN) available when calling the hotline.

Role of the local authority

The Local Authority will continue to support schools to ensure that children of critical workers and vulnerable children can, where required, attend a school or college. The Local Authority will continue to be responsible for maintaining effective safeguarding and child protection services in this challenging time to ensure schools and colleges can access the support they need.

Safeguarding and clusters

Where our school collaborates and children and/or staff from multiple settings are clustered in one place, the principles in Keeping children safe in education (KCSIE) and Coronavirus (COVID 19): safeguarding in schools, colleges and other providers. continue to apply.

In particular, the school or college that is acting as the hub in the cluster should continue to provide a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk assessments carried out as required. Additional advice on clusters and safeguarding will be provided by the Department for Education in due course.

Keeping children safe in schools

KCSIE is statutory safeguarding guidance that St Bede’s Catholic School has regard to as per their legislative duty and/or funding agreement requirements.

Whilst we acknowledge the pressure that the school is under, it remains essential that as far as possible the school continues to be a safe place for children. This additional guidance supports our Local Governing Committee, senior leadership team, designated safeguarding leads (DSLs) and staff so they can continue to have appropriate regard to KCSIE and keep our children safe.

The way our school is currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

 with regard to safeguarding, the best interests of children will always continue to come first

 if anyone in school has a safeguarding concern about any child they should continue to act and act immediately

 a DSL or deputy will be contactable 24/7

 it is essential that unsuitable people are not allowed to enter the children’s workforce and/or gain access to children

 children will continue to be protected when they are online and parents will receive timely e-safety updates.

Child protection policy

The school will continue to adhere to the current child protection policy updated in September 2021 which reflects ‘business as usual’, however this does not accurately reflect new arrangements in response to COVID-19.

The child protection policy has been reviewed and revised and will be kept under review as circumstances continue to evolve, with this document added to the appendices.

Updated advice received from Durham Safeguarding Children Partnership

Partnership working is vital during this current time and multi-agency safeguarding arrangements will continue as usual, however schools are to be mindful that this may be undertaken in a different way whilst trying to avoid as much face to face contact as possible.

Senior Leaders within safeguarding will continue to review children’s circumstances and have implemented the following:

 Prioritising cases based on situation/circumstances etc.

 Moving to more agile working.

 Carry out multi-agency Strategy Meetings, Initial Child Protection Conferences, Review Child Protection Conferences, Core Groups and Looked After Reviews for children using virtual platforms wherever possible and will continue to work with partners to manage this.

 Face to face home visits will be done based on a risk assessment for the child in conjunction with managers. As much contact as possible with families will be done by phone and through virtual platforms where it is safe to do so. Where staff are visiting family homes, they will do so using guidance from Public Health England which includes the practice of social distancing. School staff will not make home visits.

 Children’s Social Care and Early Help will be arranging service delivery into 3 virtual locality hubs based in North, South and East Durham. Each will have a strategic safeguarding manager and will be working with partners in health and education to ensure that they use collective resources to provide support to those children who are most vulnerable and in need of contact or services. The work of the locality hubs at this time is focused on those children who are CIN; CP or children at risk of becoming Looked After.

 All new referrals for children where there are concerns for their welfare or safety should be made to First Contact in the usual way using the usual referral mechanisms.

 Requesting colleagues across partner agencies should proactively share information within existing multi agency team around family arrangements about families who they know are self-isolating, to avoid any unnecessary home visits and contact, ensuring all are protected from unnecessary exposure to the virus.

 Continually reassess risk and reprioritise work across the partnership to ensure we all continue to provide a safeguarding service to those children and vulnerable adults who are most at risk.

Senior Leaders across Health organisations have implemented the following:

 All health partners have business continuity plans which identify Safeguarding Children and Adults and Children who are Looked After as key priority areas.

 All health partners will remain engaged in multiagency discussions including the MASH, MARAC and MAPPA as needed with SPOC arrangements in place.

 Work with partners to ensure that children who may have experienced abuse or neglect are appropriately and holistically assessed in a timely manner.

 Referrals for pediatric assessment will follow the same pathway of care although children may be assessed in different settings to minimise infection risks as per PHE and RCPCH guidance.

 Mental health support for those in crisis will be still be available.

 Durham and Darlington NHS Foundation Trust 0-19 service will continue to provide a Safeguarding SPOC service for all staff including the MASH and are taking actions to ensure this will be maintained if there is a reduction in capacity. The 0-19 service will continue to prioritise safeguarding meetings including strategies, ICPCs and RCPCs and core groups, and will use digital methods to maintain representation. Home visits for new babies, (Primary Visits) and visits to children and young people subject to a child protection plan will be maintained. Review Heath Assessments will continue on a virtual or face to face basis, only following a robust assessment of cumulative risk.

 Looked After Children’s (LAC) Health Assessments are a statutory duty and will continue to be delivered. However, changes for Initial Health Assessments (IHA’s) are required in order to deliver assessments safely to patients and protect staff. It is possible that changes to workforce as a result of staff deployment and absence may result in delays in meeting the statutory timescales for the child/young person to be assessed (20 working days from entering care) but there will be regular communications with our partners on this issue.

 The CCG and Health partners have established mechanisms for regular information sharing for any concerns.

 GP’s will be providing primary care health input as needed within the guidance from Public Health England and are a key source of advice and information for multiagency processes.

Durham Constabulary have implemented the following:

 Developed business continuity plans which involve a tiered response to demand and resourcing levels. Overall, the plan aims to ensure at times of highest demand, business critical functions such as dealing with 999 calls, responding to the most serious incidents

and investigating the most serious crimes continue. This is a flexible model which may change daily or even hourly.

 A strong commitment by the Constabulary to maintain safeguarding children and vulnerable adults as a priority. This includes prioritising investigations where there are imminent risks of harm. As resources become more challenged, it is likely that investigators and supervisors will be pooled so that partners may not always be dealing with teams with which they have become familiar.

 Contingency plans include continued information and decision making and safety planning by the Central Referral Unit working within the MASHs, continuing with MARAC, MAPPA, the management of Registered Sex Offenders and providing services for victims through the Sexual Assault Referral Centre. Work in each of these areas will be prioritised in line with levels of risk and harm.

 More detailed plans are being developed to adapt how we work with health colleagues, HM Coroner and other agencies in dealing with sudden and unexpected deaths of both adults and children.

 In relation to the most recent announcement from the Prime Minister (23rd March 2020) regarding minimising social gathering and restricting movement, the Constabulary is working with the Government to consider how these rules can most effectively be enforced and will seek to work closely with our communities to ensure that people know what is expected of them. Officers will be continuing respond to emergencies and deal with serious crime.

DCC Partnership Business unit has implemented the following:

“We have agreed to cancel all non-urgent partnership meetings (sub-groups, task and finish groups etc.) as well as multi-agency training sessions for the foreseeable time. We will conduct as much of the business as is feasible via e-mail or conference facility where possible when it is possible to do so.

The Partnership business unit will continue to work throughout and are contactable on the usual e-mail addresses (details shown below).

We can assure you that we are all working closely together to get through this and will continue to review our contingency plans and staffing capacity and will keep you updated. In the meantime, we would like to thank you all for all the work and support you are providing to support our children, vulnerable adults and their families during this very challenging time”.

What staff and volunteers should do if they have any concerns about a child

If our school staff, staff from another school, or volunteers have any concerns about a child, they should:

 report their concern directly to the DSL

 use the contact details provided to report their concern to the DSL (or deputy) working from home

 report their concern to the senior leader on site so that they can liaise with the DSL off site or with a DSL within the Trust

ALL concerns passed to the designated safeguarding lead must be written, signed and dated on the relevant Safeguarding spreadsheet via the One Drive.

Concerns should be addressed in accordance with the appropriate section of our main child protection policy.

If the DSL is not on site, written concerns should be stored securely until a DSL, or other trained professional can retrieve the report. These written reports can be uploaded / attached to the CPOMS system at a later date.

Staff and volunteers should act immediately on any safeguarding concerns, directed by the on-site Senior Leader, and not wait to discuss concerns with the DSL in person.

What staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children

The principles in part 4 of KCSIE will continue to support how school responds to any such concerns.

Designated safeguarding leads (DSLs)

The optimal scenario for any school providing care for children is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case one of the following will be in place:

 Mr Merrington will be available to be contacted via phone or email whilst working from home – for all staff related concerns

 Mrs Kilburn, Mrs Bradley and Mr Merrington will be available to be contacted via phone or email whilst working from home – for all student related concerns

 All DSLs are in daily contact with each other

Where a trained DSL or deputy is not on site, in addition to one of the above options, a senior leader will take responsibility for coordinating safeguarding on site.

Whatever the scenario, it is important that all school staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them. Our DSLs will always be contactable via email and/or mobile phone.

For the period COVID-19 measures are in place, our DSLs have undertaken refresher training

Vulnerable children

Ensuring that vulnerable children remain protected is a top priority for the government. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, read more in the guidance on vulnerable children and young people for further information.

The Local Authority have the key day-to-day responsibility for delivery of children’s social care. Social workers and the Virtual Schools Head will continue to work with vulnerable children in this difficult period and should support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child’s social worker and family it is agreed this is not in the best interests of the child.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in itself will not be the determining factor in assessing vulnerability.

Senior leaders, especially DSLs (and deputies) know who are most vulnerable children are and will offer a place to those on the edge of receiving children’s social care support. Each case will be risk assessed with safeguarding maintained. New places will be coordinated by Mrs G Kilburn. Mr Merrington will seek additional information, within GDPR, and an assessment will be made within 24hours of receiving the additional information.

School staff should continue to work with and support children’s social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

Staff training and safeguarding induction

All existing school staff have already had safeguarding training and have read part 1 of KCSIE. It is important for these staff that they have an awareness of any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter school, they should continue to be provided with a safeguarding induction. Our full child protection policy will support this process as will part 1 of KCSIE.

We recognise that our existing school workforce may move between schools on a temporary basis in response to COVID-19. The receiving school will judge, on a case-by-case basis, the level of safeguarding induction required.

In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting’s child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Children moving schools – general advice

If children are attending another setting, it will be important for our school to do whatever we reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable.

For looked-after children, any change in school should be led and managed by the Virtual School Head with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child’s EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child’s social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs coordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

Whilst we must continue to have appropriate regard to data protection and GDPR this does not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76-83 of KCSIE.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children. We will continue to follow the relevant safer recruitment processes for our school, including, as appropriate, relevant sections in part 3 of KCSIE.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Regarding members of the school workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children.

Whilst the onus remains on our school to satisfy ourselves that someone in our setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.

We will continue to follow our legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Schools and colleges should continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA’s ‘Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk.

All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school or college is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. We are aware of this in setting expectations of pupils’ work where they are at home. The department for education is providing separate guidance on providing education remotely.

Where we are providing care for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them. Department for Education guidance on mental health and behaviour in schools outlines how mental health issues can bring about changes in a young person’s behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem.

Support for pupils in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services, cross reference the guidance on mental health and behaviour in schools.

As circumstances change, it is likely that children and staff will be at a higher risk of experiencing a bereavement within their community or family network. If this arises, the Local Authority Educational Psychology Service will support school to provide support for staff, children and their families.

Supporting children not in school

Our school is committed to ensuring the safety and wellbeing of all of our students.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place for that child or young person.

Details of this plan will be recorded on the safeguarding spreadsheet via the One Drive. The communication plans can include; remote contact, phone contact, and as a last high level CP resort, door-step visits maintaining essential worker social distancing criteria. Other individualised contact methods should be considered and recorded.

The school will share safeguarding messages on its website and social media pages as well as within a timely parental bulletin.

Our school recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Staff at school need to be aware of this in setting expectations of pupils’ work where they are at home. We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

We are also aware of the needs of staff and a balance will be made between supporting young people in our care and the needs of staff – staff will not be put in a situation where there could be an enhanced risk.

Online safety in school

It will be more important than ever that schools provide a safe environment, including online. Our school will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school’s IT systems or recommended resources.

The UK Council for Internet Safety provides information to help governing boards assure themselves that any new arrangements continue to effectively safeguard children online.

The UK Safer Internet Centre’s professional online safety helpline also provides support for the children’s workforce with any online safety issues they face. The Local Authority can also continue to provide support.

Children and online safety away from school

We continue to do what we reasonably can to keep all of our children safe. The vast majority of children are not physically attending school.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such, concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children’s social care and as required the police.

The department for education is providing separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology.

Recently published guidance from the UK Safer Internet Centre on safe remote learning and from the London Grid for Learning on the use of videos and livestreaming can help support staff to plan online lessons and/or activities and plan them safely.

All schools should consider the safety of their children when they are asked to work online. The starting point for online teaching will follow the same principles as set out in the school’s staff Code of conduct. This policy includes, amongst other things, acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy applies equally to any existing or new online and distance learning arrangements which are introduced. Staff must not contact students using personal email accounts.

We will ensure that any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school this should also signpost children to age appropriate practical support from the likes of:

 Childline - for support

 UK Safer Internet Centre - to report and remove harmful online content

 CEOP - for advice on making a report about online abuse

Below are some things to consider if and when delivering virtual lessons, especially where webcams are involved:

 No 1:1s, groups only

 Staff and children must wear suitable clothing, as should anyone else in the household.

 Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

 The live class should be recorded so that if any issues were to arise, the video can be reviewed.

 Live classes should be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day.

 Language must be professional and appropriate, including any family members in the background.

 Staff must only use platforms provided by the school to communicate with pupils

 Staff should record, the length, time, date and attendance of any sessions held.

Communications with parents and carers will be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools should emphasise the importance of securing online support from a reputable organisation /individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

 Internet matters - for support for parents and carers to keep their children safe online

 London Grid for Learning - for support for parents and carers to keep their children safe online

 Net-aware - for support for parents and careers from the NSPCC

 Parent info - for support for parents and carers to keep their children safe online

 Thinkuknow - for advice from the National Crime Agency to stay safe online

 UK Safer Internet Centre - advice for parents and carers

The department encourages schools and colleges to share this support with parents and carers.

Peer on peer abuse

Given the very different circumstances schools are operating in, a revised process may be required for managing any report of such abuse and supporting victims.

If a DSL receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within our Child Protection Policy. The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded and appropriate referrals made.

Appendices

***Roles, Responsibilities and Entitlements***

Role of the Designated Safeguarding Lead(s)

Also see Annex B ‘Role of the designated safeguarding lead’ in ‘Keeping children safe in education’ Sept. 2019

|  |  |
| --- | --- |
| Entitlements  To: | Responsibilities  For: |
| * Appropriate support from the Head Teacher, Governors and all other staff in child protection matters. * Access to regular training to enable him/her to be aware of responsibilities, current issues and best practice in safeguarding and child protection. * Support from other agencies e.g. Durham Children and Young People’s Services (DCYPS) involved in child protection issues, including colleagues in Education Durham. * A policy framework for management of and guidance covering child protection within overall safeguarding arrangements in school. * An understanding that partners all will carry out their role in line with local multi-agency safeguarding procedures and the ‘Working Together Protocol’ (2015) | * Have a working knowledge of local multi-agency Child Protection/Safeguarding Procedures as they apply to the roles and responsibilities of schools. * Enacting those procedures when cases of abuse are reported. * Ensuring that all staff are aware of their responsibilities in connection with child protection issues and child abuse cases, and that they regularly remind staff of signs and symptoms, how to respond to disclosures and the importance of recording concerns appropriately. * Liaising with DCYPS and other agencies regarding individual cases, and on general issues in connection with child protection. * Ensuring that all written procedures are readily available and are correctly followed in cases of actual and suspected abuse. * Having appropriate in-house forms available to ensure staff document their concerns to add to the DSLs on-going chronology of events * Being responsible for ensuring that relevant staff training is arranged that places CP within the overall context of safeguarding. New staff and volunteers need inducting into their responsibilities * The Designated Safeguarding Lead must also ensure that he/she is trained appropriately for their role including refresher training every two years. * Attending strategy meetings where appropriate. * Ensuring that the school is represented when invited to Initial and Review child protection conferences, and that those representing the school are aware of the procedures and requirements of the conference in terms of timescales for report completion, sharing and providing a single-agency chronology. * In conjunction with the Head Teacher, ensuring that those arrangements emanating from any child protection conference which relate to the school are carried out fully. * Ensuring that information on individual cases is passed to colleagues on a ‘need to know’ basis. * Ensuring that child protection information and records are kept securely. * Working with the Head Teacher and other curriculum leaders to integrate safeguarding and child protection themes within the curriculum. * Supporting any staff involved in reporting child abuse cases or in the event of the death of a child (including through natural causes). * Liaising with receiving schools on transfer to ensure necessary information and documentation is correctly exchanged. * Liaising with the Head Teacher on monitoring and reviewing the policy. * A system of regular monitoring and review of all on-going concerns ensuring effective communication between pastoral and Designated Teacher colleagues. |

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| --- |
| **INDICATORS OF HARM** |

***PHYSICAL ABUSE***

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

**Indicators in the child**

**Bruising**

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non accidental unless there is evidence or an adequate explanation provided:

* Bruising in or around the mouth
* Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
* Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
* Variation in colour possibly indicating injuries caused at different times
* The outline of an object used e.g. belt marks, hand prints or a hairbrush
* Linear bruising at any site, particularly on the buttocks, back or face
* Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
* Bruising around the face
* Grasp marks to the upper arms, forearms or leg
* Petechae haemorrhages (pinpoint blood spots under the skin.)  Commonly associated with slapping, smothering/suffocation, strangling and squeezing

**Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.  It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

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

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less.  The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours.  All fractures of the skull should be taken seriously.

**Mouth Injuries**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability.  There is often finger bruising to the cheeks and around the mouth.  Rarely, there may also be grazing on the palate.

**Poisoning**

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

[**Fabricated or Induced Illness**](http://www.proceduresonline.com/herts_scb/chapters/p_fab_ill.html)

Professionals may be concerned at the possibility of a child suffering [significant harm](http://www.proceduresonline.com/herts_scb/keywords/significant_harm.html) as a result of having illness fabricated or induced by their carer. Possible concerns are:

* Discrepancies between reported and observed medical conditions, such as the incidence of fits
* Attendance at various hospitals, in different geographical areas
* Development of feeding / eating disorders, as a result of unpleasant feeding interactions
* The child developing abnormal attitudes to their own health
* Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
* Speech, language or motor developmental delays
* Dislike of close physical contact
* Attachment disorders
* Low self esteem
* Poor quality or no relationships with peers because social interactions are restricted
* Poor attendance at school and under-achievement

**Bite Marks**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted.  The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

**Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

* A responsible adult checks the temperature of the bath before the child gets in.
* A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
* A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

**Scars**

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

**Emotional/behavioural presentation**

Refusal to discuss injuries

Admission of punishment which appears excessive

Fear of parents being contacted and fear of returning home

Withdrawal from physical contact

Arms and legs kept covered in hot weather

Fear of medical help

Aggression towards others

Frequently absent from school

An explanation which is inconsistent with an injury

Several different explanations provided for an injury

**Indicators in the parent**

May have injuries themselves that suggest domestic violence

Not seeking medical help/unexplained delay in seeking treatment

Reluctant to give information or mention previous injuries

Absent without good reason when their child is presented for treatment

Disinterested or undisturbed by accident or injury

Aggressive towards child or others

Unauthorised attempts to administer medication

Tries to draw the child into their own illness.

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault

Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids

Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.

May appear unusually concerned about the results of investigations which may indicate physical illness in the child

Wider parenting difficulties may (or may not) be associated with this form of abuse.

Parent/carer has convictions for violent crimes.

**Indicators in the family/environment**

Marginalised or isolated by the community

History of mental health, alcohol or drug misuse or domestic violence

History of unexplained death, illness or multiple surgery in parents and/or siblings of

the family

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

***EMOTIONAL ABUSE***

***Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.***

***It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.***

***It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.***

***It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.***

***Some level of emotional abuse is involved in all types of maltreatment***

***of a child, though it may occur alone.***

**Indicators in the child**

Developmental delay

Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

Aggressive behaviour towards others

Child scapegoated within the family

Frozen watchfulness, particularly in pre-school children

Low self-esteem and lack of confidence

Withdrawn or seen as a 'loner' - difficulty relating to others

Over-reaction to mistakes

Fear of new situations

Inappropriate emotional responses to painful situations

Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)

Self-harm

Fear of parents being contacted

Extremes of passivity or aggression

Drug/solvent abuse

Chronic running away

Compulsive stealing

Low self-esteem

Air of detachment – ‘don’t care’ attitude

Social isolation – does not join in and has few friends

Depression, withdrawal

Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention

Low self-esteem, lack of confidence, fearful, distressed, anxious

Poor peer relationships including withdrawn or isolated behaviour

**Indicators in the parent**

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.

Abnormal attachment to child e.g. overly anxious or disinterest in the child

Scapegoats one child in the family

Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.

Wider parenting difficulties may (or may not) be associated with this form of abuse.

**Indicators of in the family/environment**

Lack of support from family or social network.

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

***NEGLECT***

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

***health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.***

***Once a child is born, neglect may involve a parent or carer failing to:***

* ***provide adequate food, clothing and shelter (including exclusion from home or abandonment);***
* ***protect a child from physical and emotional harm or danger;***
* ***ensure adequate supervision (including the use of inadequate care-givers); or***
* ***ensure access to appropriate medical care or treatment.***

***It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.***

**Indicators in the child**

**Physical presentation**

Failure to thrive or, in older children, short stature

Underweight

Frequent hunger

Dirty, unkempt condition

Inadequately clothed, clothing in a poor state of repair

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold

Swollen limbs with sores that are slow to heal, usually associated with cold injury

Abnormal voracious appetite

Dry, sparse hair

Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea

Unmanaged / untreated health / medical conditions including poor dental health

Frequent accidents or injuries

**Development**

General delay, especially speech and language delay

Inadequate social skills and poor socialization

**Emotional/behavioural presentation**

Attachment disorders

Absence of normal social responsiveness

Indiscriminate behaviour in relationships with adults

Emotionally needy

Compulsive stealing

Constant tiredness

Frequently absent or late at school

Poor self esteem

Destructive tendencies

Thrives away from home environment

Aggressive and impulsive behaviour

Disturbed peer relationships

Self-harming behaviour

**Indicators in the parent**

Dirty, unkempt presentation

Inadequately clothed

Inadequate social skills and poor socialisation

Abnormal attachment to the child e.g. anxious

Low self-esteem and lack of confidence

Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene

Failure to meet the child’s health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy

Child left with adults who are intoxicated or violent

Child abandoned or left alone for excessive periods

Wider parenting difficulties, may (or may not) be associated with this form of abuse

**Indicators in the family/environment**

History of neglect in the family

Family marginalised or isolated by the community.

Family has history of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

Lack of opportunities for child to play and learn

***SEXUAL ABUSE***

***Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening.***

***The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.***

***They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).***

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

**Indicators in the child**

**Physical presentation**

Urinary infections, bleeding or soreness in the genital or anal areas

Recurrent pain on passing urine or faeces

Blood on underclothes

Sexually transmitted infections

Vaginal soreness or bleeding

Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father

Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

**Emotional/behavioural presentation**

Makes a disclosure.

Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit

Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

Self-harm - eating disorders, self-mutilation and suicide attempts

Poor self-image, self-harm, self-hatred

Reluctant to undress for PE

Running away from home

Poor attention / concentration (world of their own)

Sudden changes in school work habits, become truant

Withdrawal, isolation or excessive worrying

Inappropriate sexualised conduct

Sexually exploited or indiscriminate choice of sexual partners

Wetting or other regressive behaviours e.g. thumb sucking

Draws sexually explicit pictures

Depression

**Indicators in the parents**

Comments made by the parent/carer about the child.

Lack of sexual boundaries

Wider parenting difficulties or vulnerabilities

Grooming behaviour

Parent is a sex offender

**Indicators in the family/environment**

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

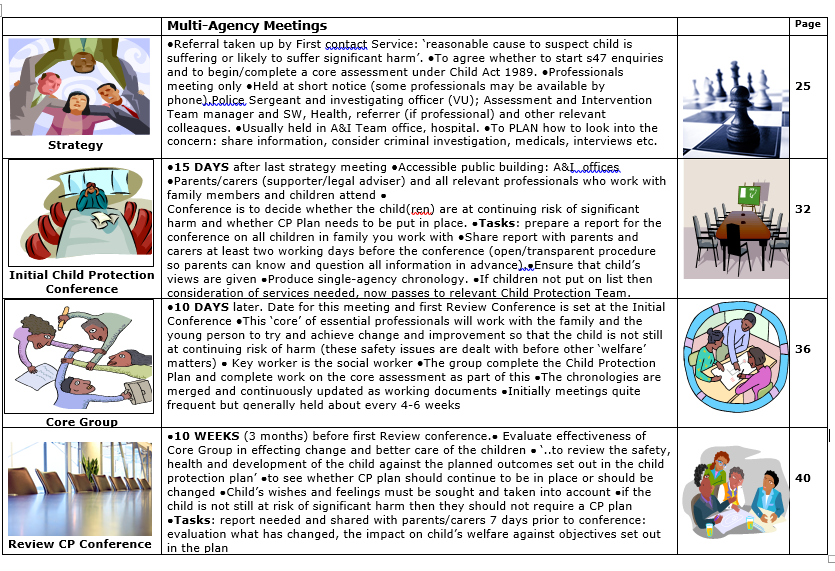
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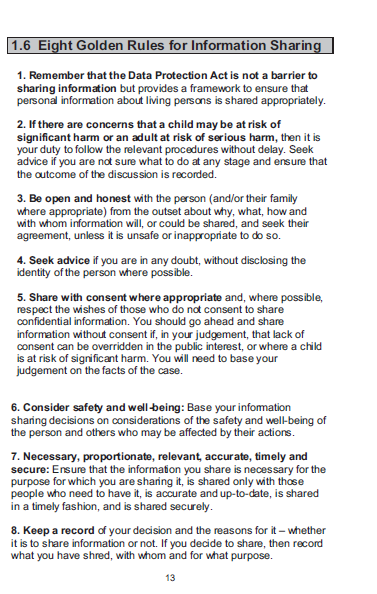
Family member is a sex offender.

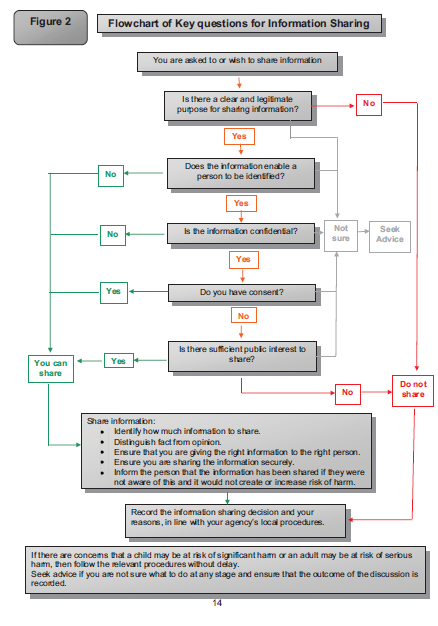
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Multi Agency Meetings







**Summary of key changes to KCSIE 2020**

**Key changes in part 1:**

* The proposal in the draft for some staff to have a shortened read of the guidance has been dropped – the same requirements as 2019 apply (Part 1 and Annex A).
* There is rewording of the guidance (para 21) around extra-familial harm, removing the links to contextual safeguarding but emphasising that “children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.” Para 28 goes on to add emphasis on Child Sexual Exploitation and Child Criminal Exploitation.
* Children’s mental health is added to the guidance, ensuring that staff should consider when this might become a safeguarding concern.
* Concerns about staff are widened to include supply staff, reflecting changes in Part 4 that schools hold a responsibility to fully explore concerns about supply staff.
* Where a head teacher is also the sole proprietor of an independent school it is now mandatory to report to the LADO.

**Part 2:**

* There is a link to the [National Police Chief’s Council guidance](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf) on when to call the police to ensure calls are appropriate and timely.
* The guidance refers to the Relationships Education, Relationships & Sex Education and Health education guidance and the safeguarding implications of this. [We’ve a separate page on this important area.](https://safeguarding.network/relationships-education-relationships-and-sex-education-rse-and-health-education-and-safeguarding/)
* The emphasis has shifted from simply “allegations” to thinking about “safeguarding concerns and allegations”. Settings should have an approach that recognises concerns tend to grow and may be apparent before someone makes an allegation.
* The particular vulnerability of children who have a social worker is recognised. This relates to the research on “[What Works in Education for Children who have social workers](https://mk0safeguardingmluiv.kinstacdn.com/wp-content/uploads/2020/03/WWCSC_what_works_education_children_SWs_Feb20.pdf)“.
* Findings from the Children in Need review, ‘[Improving the educational outcomes of Children in Need of help and protection](https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need)’ contains further information; the conclusion of the review, ‘[Help, protection, education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf)’ sets out action Government is taking to support this.
* The guidance notes (para 113) “Schools and colleges have an important role to play in supporting the mental health and well being of their pupils” and asks that settings have in place clear systems and processes to identify these needs, and to consider when they become a safeguarding concern. DSLs may wish to familiarise themselves with the guidance on [Mental health & behaviour in schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2), particularly Chapter 4 which talks about developing local partnerships and ensure they know how to access training for themselves and staff in their local area. The DfE highlight funding for a significant programme to train senior mental health leads and the roll out of the [Link Programme](https://www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/the-link-programme/).
* Much was removed from the draft 2020 guidance as the DfE recognise the immense pressures on schools in the summer of 2020. The changes had been informed by the [Review of children in need](https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need) last summer and no doubt will be coming on the horizon once life settles down. It is worth referring to the original draft 2020 guidance (February 2020) to see what is coming. More information can be found in the [mental health and behaviour in schools guidance.](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

**Part 3**

* The only change in this section is the reference to statutory guidance on [private fostering](https://safeguarding.network/safeguarding-resources/children-care-others/private-fostering/).

**Part 4**

* The responsibility to manage allegations about supply teachers is made clear, so they still ensure allegations are dealt with appropriately when they are not the employer. Schools cannot simply cease to use this teacher.Processes should be developed to manage this akin to the disciplinary procedure and the school should advise supply agencies of its process for managing allegations.
* A fourth bullet point has been added to the criteria for the LADO so schools must work with other agencies to investigate when who has worked at the school has “**behaved or may have behaved in a way that indicates they may not be suitable to work with children**“.

**Annex A**

* The potential for children to be exploited when missing education is emphasised. Staff need to be aware of your unauthorised absence and children missing from education procedures.
* Child criminal exploitation is defined and included, together with some of the indicators. Child sexual exploitation is very much seen through the lens of child criminal exploitation. A link is added to [Child sexual exploitation: guide for practitioners](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners).
* The wording around County Lines has been revised and improved.
* Wording around domestic abuse has been revised and improved. There is reference to [Operation Encompass](https://www.operationencompass.org/) and the National Domestic Abuse Helpline with other references to the NSPCC, Refuge and SafeLives also added.
* Honour-based violence is better termed Honour-based abuse.
* A definition of terrorism has been added, a sentence amended to clarify radicalisation and a link made to the [Channel guidance](https://www.gov.uk/government/publications/channel-guidance). There is a link to the Prevent elearning and additional guidance.
* Peer on peer abuse is amended to Peer on peer / child on child abuse, recognising that sometimes this abuse is not between peers.
* The Voyeurism (Offences) Act came into force on 12 April 2019 and so has now been referenced in the definition of ‘upskirting’.

**Annex B**

* DSLs should work closely with senior mental health leads.
* The order of wording around “Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care” has been corrected – it had slipped under a paragraph referring to ‘informal training’, so it is now clear your training needs to be up to the mark! We’ll be looking to run some skills sessions later in the year – join the Safeguarding Bulletin (below) for more information when these are ready.
* DSLs should help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns. We will be writing more on this area soon – it is good news and long overdue.
* The transfer of child protection files rules apply to in-year transfers.
* One other crucial area dropped from the draft guidance is Safeguarding Supervision for DSLs. Supervision, however, is still a requirement in the inspection framework and in Working Together so schools should look to implement this.

**Annex C**

* The section on online safety has been improved and links added.

There were no changes to the other sections.

**Summary of key changes to KCSIE 2021**

The Department for Education (DfE) has published an updated version of the statutory safeguarding and child protection guidance for schools in England, Keeping children safe in education (DfE, 2021a). This guidance replaces Keeping children safe in education 2020 and comes into force on 1 September 2021.

**Part one: safeguarding information for all staff**

Child protection policies

Guidance has been updated to clarify that a school or college’s child protection policy should include a policy and procedures for dealing with peer-on-peer abuse, and all staff should be aware of this.

Supporting victims of abuse

A new paragraph has been added emphasising that all staff should be able to reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

Online safety

The guidance has been updated to reflect the latest guidance on sharing nude and semi-nude images and videos published by the UK Council for Internet Safety (UKCIS) (UKCIS, 2020).

Child criminal and sexual exploitation

Guidance has been added to support all staff in understanding and recognising child criminal and sexual exploitation. The guidance highlights that the vulnerability of children involved in criminal exploitation is not always recognised by adults and professionals and that the indicators of exploitation are different for boys and girls.

It also emphasises that child sexual exploitation is a form of sexual abuse and can be a one-off occurrence or might happen over time. All children and young people, including 16- and 17-year-olds, can experience child sexual exploitation.

Mental health

Links have been added to resources to help staff support children and young people’s mental health, including DfE guidance on mental health and behaviour in schools (DfE, 2018).

Peer-on-peer abuse

Guidance on peer-on-peer abuse for all staff has been expanded, emphasising that all staff should understand the importance of challenging inappropriate behaviour between children and young people. Staff should also recognise that downplaying certain behaviours as “just banter” or “boys being boys” can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse.

Staff should understand that even if there are no reports of peer-on-peer abuse in their school, this doesn’t mean it is not happening. If staff have any concerns about peer-on-peer abuse, they should speak to the designated safeguarding lead (DSL) or a deputy.

Serious violence

New information about risk factors that might increase the likelihood of involvement in serious violence has been added. Risk factors include:

* being male
* having been frequently absent or permanently excluded from school
* having experienced child maltreatment
* having been involved in offending, such as theft or robbery.

Social care assessments

A new paragraph has been added highlighting that schools and colleges should provide as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

Record keeping

Guidance has been added making it clear what information child protection records should include. Records should include:

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

**Part two: the management of safeguarding**

Whole school and college approach to safeguarding

A new section has been added making clear the importance of a whole school and college approach to safeguarding. It states that safeguarding and child protection should be at the forefront and underpin all relevant aspects of process and policy development in schools and colleges.

Where there is a safeguarding concern, children’s wishes and feelings should be taken into account when determining what action to take and what services to provide. Children and young people should know that their concerns will be treated seriously and they can safely express their views.

Systems for reporting abuse should be well promoted, easily understood and easily accessible for children.

Safeguarding and child protection policies

Additional information has been added on what should be covered in schools’ and colleges’ child protection policies, including:

* their approach to peer-on-peer abuse
* reporting systems
* procedures
* multi-agency safeguarding arrangements
* serious violence.

Information sharing

Clarification about the powers schools and colleges have to share, hold and use information to identify and tackle abuse and neglect and promote children’s welfare has been included.

Safeguarding training

New guidance has been added stating the importance of online safety training for school and college staff. Training on online safety should be integrated with the whole school or college approach to safeguarding.

Information has also been added making clear the requirement to teach children and young people about safeguarding, including online safety.

Teaching safeguarding

Links have been added to resources to help teachers teach children and young people about safeguarding, including relationships education and online safety.

Online safety

Additional guidance has been added to help schools and colleges protect children and young people and educate them on online safety. There should be a whole school or college approach to online safety, making sure it is reflected in all relevant policies, the curriculum, teacher training, the role of the DSL and parental engagement.

Schools’ and colleges’ approach to online safety should be reflected in their child protection policy and there should be a clear policy on the use of mobile and smart technology. This policy should cover how schools and colleges will manage incidents of sexual harassment between children and young people via mobile or smart technology.

If children are being asked to learn online at home, for example because of the coronavirus pandemic, schools and colleges should follow advice from the DfE on safeguarding and remote education (DfE, 2021b).

Schools and colleges should have appropriate filters and monitoring systems in place to limit children’s exposure to online risks. Settings should also ensure they have appropriate security procedures in place to safeguard their systems.

Schools and colleges should review their online safety policies and information annually to keep up with developments in technology, risks and harms.

Peer-on-peer abuse

Further guidance on what information about peer-on-peer abuse should be included in schools’ and colleges’ child protection policies has been added, including:

* a statement making it clear that there is a zero-tolerance approach to peer-on peer abuse
* the systems in place for children to report abuse
* a recognition that even if there are no reported cases of peer-on-peer abuse, this doesn’t mean it’s not happening within the school or college.

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

A section has been added to the guidance setting out what governing bodies and proprietors should do to ensure children are kept safe if the school or college premises are being used for other activities.

If services or activities are provided by the school or college, under direct supervision from staff, their arrangements for child protection will apply. If another organisation is providing services or activities on the site, the Local Governing Committee or proprietor should ensure that appropriate safeguarding and child protection policies and procedures are in place.

Alternative provision

New paragraphs have been added making clear that governing bodies and proprietors of alternative provision should be aware of the complex needs of children and young people and the additional risks they might be vulnerable to. The DfE has published two pieces of statutory guidance which commissioners of alternative provision should follow (DfE 2016; 2013).

Elective home education

A new section has been included, which highlights that although many children have positive experiences of home education, for some children it means they are less visible to services that are there to keep them safe and supported.

If a parent or carer expresses their intention to educate a child at home, the local authority, school and other key professionals should work together to coordinate a meeting with the parent or carer. This is particularly important if a child has special educational needs and disabilities (SEND), is vulnerable or has a social worker.

Schools should be familiar with guidance for local authorities on elective home education (DfE, 2019).

Mental health support

Additional information has been added about the DfE’s programme to help schools prevent and tackle bullying and support pupils whose mental health problems manifest themselves in behaviour. The DfE has published advice and guidance for schools on these topics, which might also be helpful for colleges (DfE, 2018; 2017).

Schools and colleges may choose to appoint a senior mental health lead, though this is not mandatory. The senior mental health lead should be supported by the senior leadership team and could be the pastoral lead, special educational needs coordinator (SENCO) or DSL. From September 2021, some schools and colleges will be able to access training for senior mental health leads.

**Part three: safer recruitment**

Post-16 education

Information has been included about the Education and Training (Welfare of Children) Act 2021, which extends safeguarding provisions to providers of post-16 education. Some safer recruitment regulations don’t apply to these providers but recruitment checks are an essential part of safeguarding and providers should (rather than must) carry out pre-appointment checks.

Pre-appointment checks

Further information about verifying a candidate’s identity using their birth certificate has been added.

Barred list checks

Information has been added to the guidance explaining when separate barred list checks should be carried out. These checks must only be carried out:

• for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced certificate with barred list information from the Disclosure and Barring Service (DBS)

• where a person has worked in a school or college in a role that brought them into regular contact with children and young people, and this role ended not more than three months prior to their new appointment.

Section 128 directions

Additional information has been added to clarify when section 128 checks should be made. If someone is not eligible for a children’s barred list check but will be working in a management position in an independent school, a section 128 check should be carried out using the Teaching Regulation Agency’s (TRA) employer access service.

The TRA’s employer access service is free to use and can be used to make prohibition, direction, restriction and children’s barred list checks.

**Part four: allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors**

In the updated version of the guidance, this part has been separated into two sections. The first section covers allegations or concerns that meet the threshold for harm and remains largely unchanged from the previous guidance. The second section is new and covers allegations or concerns that don’t meet the threshold.

Concerns that do not meet the harm threshold

Governing bodies and proprietors should have policies and processes in place to deal with low-level concerns and allegations that don’t meet the harm threshold. Staff codes of conduct and safeguarding policies should explain what a low-level concern is and the importance of sharing concerns.

A low-level concern is any concern that an adult has acted in a way that:

* is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
* does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

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

To help prevent low-level concerns, staff codes of conduct, behaviour policies and safeguarding policies and procedures should be implemented effectively and appropriate action should be taken to deal with any concern.

Sharing concerns

Low-level concerns should be reported to the DSL or a deputy. If there are concerns about a DSL, these should be reported to the headteacher or principal.

Schools and colleges should create an environment where staff are encouraged and feel confident to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards.

Recording concerns

The DSL or deputy should record all low-level concerns. Records should include the details of the concern, how the concern arose and the actions taken.

Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

**Part five: child on child sexual violence and harassment**

Responding to a report

A new paragraph has been added highlighting that staff should recognise that children and young people might not find it easy to talk about their abuse verbally. Staff

should be aware of signs and behaviours that might indicate abuse. Staff might also overhear conversations that suggest a child has been harmed or might receive a report from a friend of the child.

Managing a report

Information highlighting the importance of regularly reviewing actions to look for patterns of concerning behaviour has been added.

Unsubstantiated, unfounded, false or malicious reports

A new section has been added on responding to allegations which are found to be unsubstantiated, unfounded, false or malicious. In these cases, the DSL should consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else.

Safeguarding and supporting the victim

A reminder for staff that they should be aware of the possible health needs that might arise following sexual assault, such as physical, mental and sexual health problems and unwanted pregnancy has been included.

Safeguarding and supporting children and young people who have displayed harmful sexual behaviour

Links to a range of further resources, information and guidance have been added to help school staff manage and deal with harmful sexual behaviour and support children and young people.

Annexes

A new condensed version of Part one of this guidance has been added. Governing bodies or proprietors can decide if this is more appropriate to share with staff who don’t work directly with children.

Further information and resources have been added on the following topics:

* child criminal exploitation
* child sexual exploitation
* modern slavery and the National referral mechanism
* county lines
* cybercrime
* peer-on-peer abuse
* preventing radicalisation • managing child protection files
* online safety.

**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.

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

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

The school’s DSL (and any deputies) should be aware of local procedures for making a Prevent referral.

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

School Leaders must:

* Familiarise themselves with the revised Prevent duty guidance: for England and Wales
* Take part in Prevent training and ensure staff have the relevant training
* Assess local risk of extremism
* Ensure there are robust IT protocols to filter out extremist materials
* Ensure school buildings are not be used to give a platform to extremists

**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.

**Understanding and recognising risks and vulnerabilities of radicalisation**

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These may include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.

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.

Possible indicators include:

• Use of inappropriate language

• Possession of violent extremist literature

• Behavioural changes

• Advocating violent actions including:

* Association with known extremists
* Seeking to recruit others to an extremist ideology

**Private Fostering**

Many people find themselves looking after someone else’s child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

* Children who need alternative care because of parental illness
* Children whose parents cannot care for them because their work or study involves long or antisocial hours
* Children sent from abroad to stay with another family, usually to improve their educational opportunities
* Unaccompanied asylum-seeking and refugee children
* Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
* Children staying with families while attending a school away from their home area

There is a mandatory duty on the school to inform children’s social care of a Private Fostering Arrangement. Children’s social care has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Further information:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf>

**Children missing from Education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, ‘honour’-based abuse or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school’s or college’s unauthorised absence and children missing from education procedures.

Further information can be found in ‘Children Missing Education’ statutory guidance for local authorities – September 2016.

**Sexual violence and 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.

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

All staff have been made aware of the importance of:

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

Sexualised behaviour

Table

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For further information of sexualised behaviour thresholds visit Harmful sexual behaviour framework: an evidence-informed operational framework for children and young people displaying harmful sexual behaviours (nspcc.org.uk)

**Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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

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

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

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

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

* A child under the age of 13 can never consent to any sexual activity
* The age of consent is 16
* Sexual intercourse without consent is rape

**Sexual harassment**

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

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

* Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
* Sexual “jokes” or taunting
* Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
* Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
* consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.
* sharing of unwanted explicit content
* upskirting (is a criminal offence)
* sexualised online bullying
* unwanted sexual comments and messages, including, on social media
* sexual exploitation; coercion and threats

**Upskirting**

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

**Modern Slavery and Trafficking**

Modern Slavery

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 (National Referral Mechanism) is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Human Trafficking

Human trafficking is ‘the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs’.

Child trafficking

“Child” shall mean any person under eighteen years of age. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as ‘organ donation or ‘harvesting’, all agencies should remain vigilant.

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children vulnerable to being trafficked.

The factors listed below are by no means a comprehensive list:

* Poverty
* Lack of education
* Discrimination
* Cultural attitudes
* Grooming
* Dysfunctional families
* Political conflict and economic transition and
* Inadequate local laws and regulations

Potential indicators that a child may have been trafficked

Once in the UK the child:

* Receives unexplained/unidentified phone calls whilst in placement/temporary accommodation
* Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
* Has a history with missing links and unexplained moves
* Has gone missing from Local Authority care
* Is required to earn a minimum amount of money every day
* Works in various locations
* Has limited freedom of movement
* Appears to be missing for periods
* Is known to beg for money
* Performs excessive housework chores and rarely leaves the residence
* Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good; is one among a number of unrelated children found at one address
* Has not been registered with or attended a GP practice
* Has not been enrolled in school
* Has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings, is permanently deprived of a large part of their earnings by another person
* Is excessively afraid of being deported

Further information:

www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

**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. (KCSIE)

Types of homelessness could include:

* Living in temporary or emergency accommodation (such as B & Bs and hostels)
* Hidden homelessness (staying with friends or family on a temporary basis or living in overcrowded conditions)
* Couch / sofa surfing, moving from one place to another

Impact of homelessness:

* Practical issues include loss of possessions required for school e.g. books, uniform etc
* May be unkempt due to lack of laundry services
* Physically exhausted due to sleeping arrangements
* Emotionally exhausted due to increased stress
* Signs of severe emotional trauma leading to emotional stress, anxiety
* Changes in behaviour and/or problematic behaviour
* Child may become withdrawn or aggressive
* If placed out of area they may arrive late or miss school due to transport / financial difficulties
* The child’s ability to maintain relationships may be affected
* May ‘stand out’ more to peers, leading to feelings of alienation and self-consciousness
* Impact on attainment levels and ability to learn (Shelter 2017)

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children’s social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child’s circumstances. (KCSIE)

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)