



# Safeguarding and Child Protection Policy

Updated for KCSIE September 2024

Governor Responsible	Cordelia Brown
Status	Statutory
Last reviewed	19 September 2022
Updated	15 September 2024
Ratified by Governors	26 September 2022
Review date	15 September 2025

This policy is reviewed annually by the Designated Safeguarding Leads and ratified by the Governing body. All staff read and agree to the policy during their induction. At this time, and when updates occur, they also read and sign Keeping Children Safe in Education (2022) Part 1.

Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office

Changes to policy for 24-25

- Updated definition of sharing nude and semi nudes to include computer generated imagery
- Addition to list of factors affecting vulnerability
- Change to wording regarding terrorism and radicalisation
- Updating of list of SEND vulnerabilities
- Change of wording for the term 'trans'
- Change to wording for staff recognising signs of abuse
- Explanation of CCE & CSE

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## 1. Key Contacts

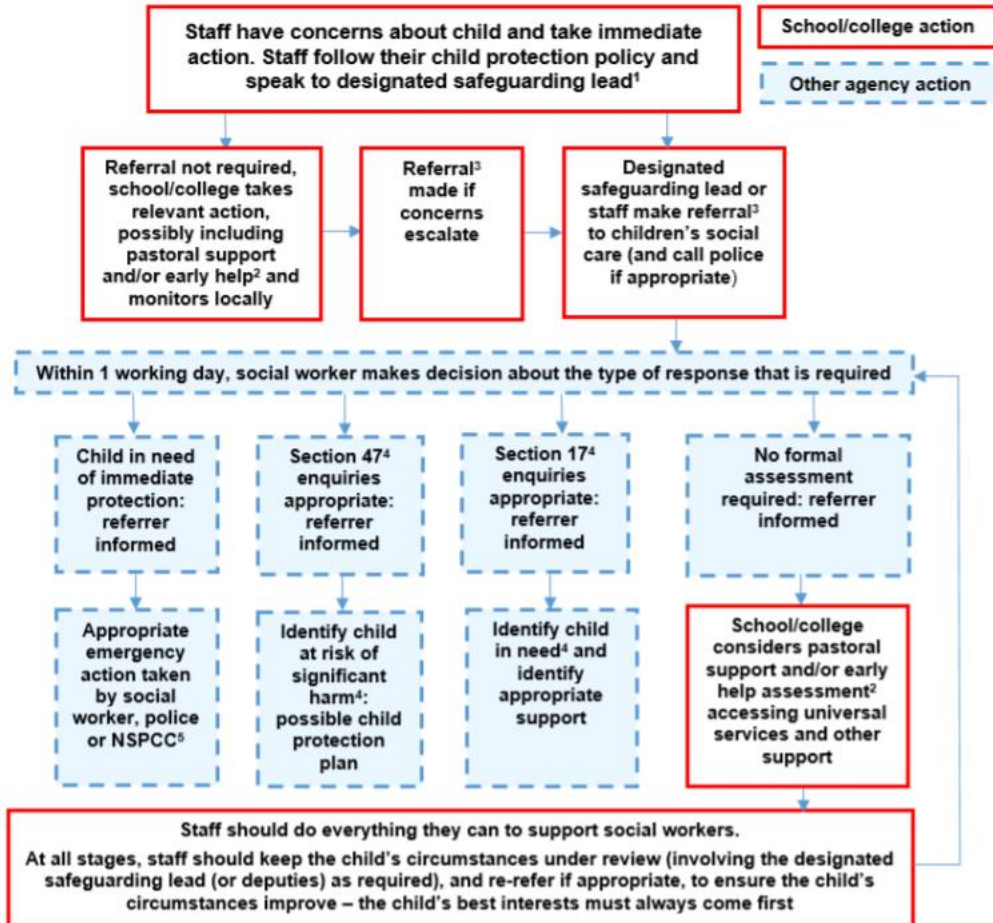
Post	Postholder	Contact details
<b>Executive Head</b>	Geraldine Gallagher	Tel No 020 8340 7441 Email address <b>admin@stmichaelsn6.com</b>
<b>Head of School</b>	Sinead O'Brien	Tel No 020 8340 7441 Email address <b>admin@stmichaelsn6.com</b>
<b>Designated Safeguarding Lead (DSL)</b>	Sinead O'Brien	Tel No 020 8340 7441 Email address <b>admin@stmichaelsn6.com</b>
<b>Deputy on-site Safeguarding Leads (DDSL)</b>	Alexandra Cooper John Coffield	Tel No 020 8340 7441 Email address <b>admin@stmichaelsn6.com</b>
<b>Deputy off-site Safeguarding Lead (DDSL)</b>	DSLs on rotation	Tel No Email address <b>admin@stmichaelsn6.com</b>
<b>Chair of Governors and Link Governor for Safeguarding</b>	Cordelia Brown	<a href="mailto:cordeliabrown100@gmail.com">cordeliabrown100@gmail.com</a>
<b>Local Authority Designated Officer (LADO)</b>	Finola Owens LADO Manager  Sharon Ackbersingh LADO	<a href="mailto:LADO@Haringey.gov.uk">LADO@Haringey.gov.uk</a> <b>020 8489 2968</b>
<b>Channel Helpline</b>		020 7340 7264
<b>Haringey Safeguarding Children's Partnership</b>	<b>David Archibald</b> , Independent Chair <b>Fatmir Deda</b> , HSCP Service Manager <b>Eliese Gray</b> , Executive Support Officer	8th floor, River Park House, 225, High Road, London N22 8HQ <a href="https://haringeyscp.org.uk/">https://haringeyscp.org.uk/</a> 020 8489 3145
<b>Haringey Council's Children's Services</b> Please only use the out of hours number if you are calling outside of normal working hours. Your call will be logged and the operator will take brief details. An out of hours social worker will ring you back.	<b>Anthony Theodi</b> , MASH Service Manager <b>John Stroud</b> , Out of Hours Team Leader	<ul style="list-style-type: none"> <li>Monday to Thursday 8:45 am to 5:00pm; Friday 8:45 am to 4:45 pm <b>020 8489 4470</b> <b>mashreferral@haringey.gov.uk</b></li> <li>Out of office hours, including weekends: <b>020 8489 0000</b></li> <li><b>Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999</b></li> </ul>
<b>Making a MASH referral</b>		<ul style="list-style-type: none"> <li>During your phone call (above) if you are a professional working with children you may be asked to complete a <b>MASH referral form</b> within 24 hours. This should be emailed securely to <b>mashreferral@Haringey.gcsx.gov.uk</b></li> </ul>

**School Record of Safeguarding Training:**

<b>Type of Training:</b>	<b>Date completed:</b>	<b>Next due date:</b>
Whole School Safeguarding Training (Due every three years)	3 -9-21	4 -9-24
Senior Designated Safeguarding Lead (DSL) (Due every 2 years)	29/8/23	29/8/25
Deputy Senior Designated Safeguarding Leads (Due every 2 years)	Alexandra Cooper  John Coffield	12/22  12/22
Whole School Staff Refresher/ updates (Annual)	7-9-22	2.9.24
Safer Recruitment Training (Due every 5 years)	Geraldine 1/12/21 Sinead 3/9/21	1/12/26  3/9/26
Safeguarding Governor Training: <ul style="list-style-type: none"> <li>• Safer Recruitment in Education</li> <li>• Understanding Safeguarding and Governance</li> <li>• Designated Safeguarding Officer Level 3</li> </ul>	23.01.2020 01.02.2020 15.03.2020	01/2025 n/a 03/20 23
Whole FGB Training: Prevent Duty	21/09/2022	n/a

## 2. What to do if you have a welfare concern at St Michael's CofE Primary School

### Actions where there are concerns about a child



A

### Why are you concerned?

For example

Something a child has said – e.g. Disclosure of harm  
Child's appearance – may include unexplained marks as well as dress  
Behaviour change  
Witnessed concerning behaviour

### Act immediately and record your concerns. If urgent, speak to a DSL first.

*If it is out of hours & the DSL is NOT available then make a direct referral to social services – see key contacts table*

Follow the school procedure

Reassure the child  
Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)  
Use child's own word  
Record details onto CPOMs  
Alert DSL immediately if the child is at risk  
Seek support for yourself if required from DSL (HOS Sinead O'Brien)

### Inform the Designated Safeguarding Lead (HOS – Sinead O'Brien)

#### Designated Safeguarding Lead (DSL)

Consider whether the child is at immediate risk of harm e.g. unsafe to go home  
Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services  
If unsure then consult with Area Education Safeguarding Advisor (TBC) or Local Authority Social Worker at the Haringey's MASH team

#### If you are unhappy with the response by DSL

##### Staff:

Follow local escalation procedures  
Follow Whistleblowing procedures

##### Learners and Parents:

Follow school complaints procedures  
(Contact [admin@stmichaelsn6.com](mailto:admin@stmichaelsn6.com) for details on how to make a complaint)

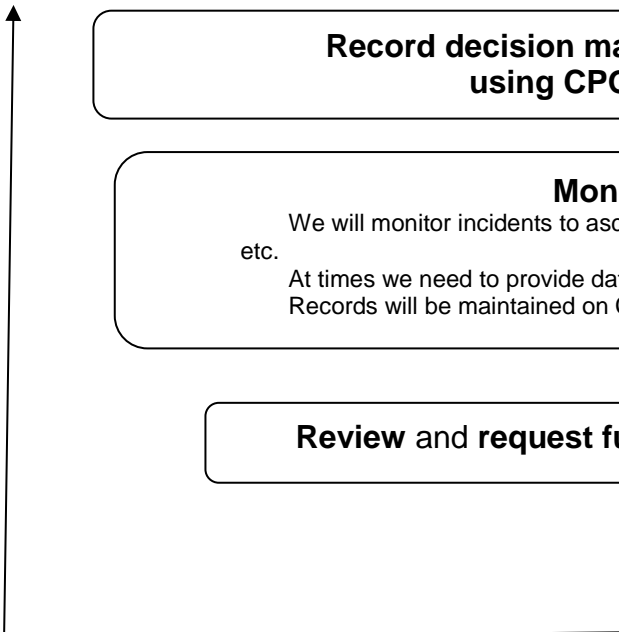
### Record decision making and action taken using CPOMs platform

#### Monitor Be clear about:

We will monitor incidents to ascertain behaviour trends, attendance, concerns, exclusions etc.

At times we need to provide data on key issues to governors and government agencies  
Records will be maintained on CPOMs whilst child is at the school

### Review and request further support (if necessary)



### 3. Introduction and Ethos

- **The purpose of this policy is:**
  - To protect the safety, welfare and well-being of the pupils on roll at our school
  - To set out the school's overarching principles, approaches and systems to child protection and safeguarding across all aspects of school life.
  - To ensure staff are aware of their statutory safeguarding duties and responsibilities
  - To ensure staff are well-equipped and confident to recognise and report child protection concerns
  - To promote an open and listening culture where everyone can voice concerns in the knowledge they will be heard, helped and supported.
- **The core safeguarding principles are:**
  - **Promotion**
    - making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school
  - **Prevention**
    - positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures
  - **Protection**
    - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
  - **Support**
    - for all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.
  - **Working with parents and other agencies**
    - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- St Michael's CofE Primary School recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff and other adults working with children at St Michael's CofE Primary School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- St Michael's CofE Primary School believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings considered and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- St Michael's CofE Primary School recognises the importance of safeguarding and the promotion of children's welfare at all times. Safeguarding is embedded in all the school's processes and procedures and at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. In our school



children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.

- St Michael’s CofE Primary School expects that if any member of our community has a safeguarding concern about any child or adult, they should act immediately. This includes out of hours when the DSL may not be available to speak to, in which case a direct referral should be made to social services – see contact details at the start of this policy.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, ‘Keeping Children Safe in Education’ 2024 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2024.

#### 4. Legislation and guidance

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE Keeping Children Safe in Education 2024 (KCSIE)
  - Working Together to Safeguard Children 2018 (last updated 1 July 2022) (WTSC)
  - Ofsted: Education Inspection Framework’ 2019 (revised June 2021)
  - Framework for the Assessment of Children in Need and their Families 2000)
  - Early Years and Foundation Stage Framework (EYFS) September 2021
  - The Education (Independent School Standards) Regulations 2014
  - The Non-Maintained Special Schools (England) Regulations 2015
  - Multi-agency statutory guidance on female genital mutilation (July 2020)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- Other legislation this policy is based on:

<b>Legislation</b>	<b>What it covers</b>
School Staffing (England) Regulations 2009	<ul style="list-style-type: none"> <li>● Lists what must be recorded on the single central record</li> <li>● The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.</li> </ul>
Children’s Act 1989 (and 2004 amendment),	<ul style="list-style-type: none"> <li>● Provides the framework for the care and protection of children.</li> </ul>
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B(11))	<ul style="list-style-type: none"> <li>● Places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.</li> </ul>
The Marriage and Civil Partnership (Minimum Age) Act 2022	<ul style="list-style-type: none"> <li>● Officially came into force on 27 February</li> <li>● This Act prohibits 16 and 17-year-olds from marrying or entering into a civil partnership, regardless of whether they have parental consent.</li> </ul>

	<ul style="list-style-type: none"> <li>• Also an offence to cause a child to marry before 18<sup>th</sup> birthday, also applies to non-binding unofficial marriage.</li> </ul>
Rehabilitation of Offenders Act 1974	<ul style="list-style-type: none"> <li>• Sets out when people with criminal convictions can work with children.</li> </ul>
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006	<ul style="list-style-type: none"> <li>• Defines what 'regulated activity' is in relation to children</li> </ul>

## 5. Human Rights, Equalities and Public Sector Equality Duty

- St Michael's CofE Primary School is aware of its obligations under the Human Rights Act 1998 (HRA), Equality Act 2010 Including its Public Sector Equality Duty) and the local multi-agency safeguarding arrangements in Haringey and other local authorities that our pupils reside in. The governing body and senior leaders recognise that, under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:
  - Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
  - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
  - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination and,
  - Protocol 1, Article 2: protects the right to education.
- The governing body recognise being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.
- The governing body will adhere to the Equality Act, will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- The governing body will pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, the governing body and senior leaders will give specific consideration to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

## 6. Related Safeguarding Policies

- This policy is one of an integrated suite of policies, reflecting the whole school approach to safeguarding. It should be read and actioned in conjunction with the policies as listed below:
  - Attendance and punctuality (may include children missing in education)
  - Behaviour Policy
  - Curriculum policy
  - Data protection and Information sharing (could be covered in safeguarding policy)
  - First aid and managing medical needs

- Health and safety, may include use of premises by other organisations
- Image use
- Managing/dealing with allegations against staff, must cover both allegations that cross the threshold of harm and low level concerns, also dealing with concerns against supply teachers and link back to code of conduct if allegation is unsubstantiated
- Online safety policy including clarity in the leadership of online safety, Acceptable Use of Technology Policies (AUP), filtering and monitoring, opportunities to teach about online safety.  
Child on-Child policy, including sexual violence and sexual harassment and the school's anti-bullying strategy
- Personal and intimate care
- Personal, social and health education (PSHE), may cover wider opportunities to teaching about safeguarding
- Relationships and Sex Education (RSE)
- Risk assessments (e.g. school trips, use of technology)
- Safer recruitment
- Searching, screening and confiscation: maybe covered in Behaviour policy
- Social media and Mobile technology
- Special educational needs policy
- Staff behaviour policy or Code of Conduct (needs to cover low level concerns)
- Staff disciplinary policy
- Use of physical restraint (covered in Behaviour policy)
- Whistleblowing

## **7. Definitions of safeguarding**

- In line with KCSIE 2024, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
  - protecting children from maltreatment;
  - preventing impairment of children's mental and physical health or development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.
  - providing help and support to meet the needs of children as soon as problems emerge
  - protecting children from maltreatment, inside or outside the home, including online.
- Safeguarding is what we do to prevent children suffering or coming to harm.
- Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.
- The safeguarding partners that the school works with to safeguard its pupils as set out in KCSIE are: the local authority; the local clinical commissioning group; and the chief officer of Police for the area that falls under the local authority.
- Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and psychological needs. *Section 8 and Appendix 1 provides a more detailed explanation of the different types of abuse and signs and symptoms and specific safeguarding issues.*

- At St Michael's CofE Primary School we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We also think carefully about the use of the term '**alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**', especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. In managing any incident, we are prepared to use any term with which the individual child is most comfortable and on a case-by-case basis.

## **8. Informing staff and others of St Michael's CofE Primary School safeguarding policy**

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy. They will be asked to say they have read and understood its contents, are familiar with the school systems and will adhere to them. **The policy can be found on our school website <https://stmichaelsn6.com/policies/>**
- All visitors to the school will be required to sign in using the electronic system in the main office. They will be required to read and sign to say they have understood and will adhere to the safeguarding statement which details our safeguarding arrangements, fire safety, first aid and health & safety information.
- Parents/carers can obtain a copy of the school Safeguarding and Child Protection Policy downloaded from the school website together with other related policies, including for online safety, recruitment and child-on-child abuse **<https://stmichaelsn6.com/policies/>**. Additionally, these and other policies are available from the school office on request.
- Pupils will be made aware of the school's systems in age-appropriate ways through displays around the school site, verbally in assemblies and PSHE and via the school website. The DSL will ensure pupils have understood and are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions being taken.

## **9. Roles and Responsibilities**

### **The Governing Body**

- The Governing Body takes responsibility for strategic leadership that is a 'whole school approach' for the school's safeguarding arrangements and that these will comply with their duties under legislation and have full regard to KCSIE 2024. This includes ensuring the school's policies, procedures and training are effective and comply with the law at all times.
- The Governing body will ensure the school's systems enable pupils to report what is happening to them.
- The Governing body will ensure the appointed Designated Safeguarding Lead is a senior member of staff. The role of the Designated Safeguarding Lead (and deputies) is set out in KCSIE Annex C, summarised in the section below and will be made explicit in the postholder's job description.
- St Michael's CofE Primary School nominated governor for Safeguarding is **Stephen Bethel**. The nominated governor will support the Designated Safeguarding Lead and have oversight in ensuring that the school has an effective policy which interlinks

with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

- All governors will undertake safeguarding training and additional training on specific issues, such as online safety and Prevent. This will be part of ongoing and regular programme of training to build knowledge and understanding of safeguarding across all members of the Governing Body.
- The governing body will take an active role in monitoring safeguarding arrangements and providing support to the Designated Safeguarding Lead in line with Part 2 KCSIE 2024.
- This will include visits to school, regular contact with the Designated Safeguarding Lead and other staff working to protect children and reviewing information provided to them concerning pupils' welfare and safety, including for online safety. Governors will also seek the views of pupils and parents/carers as part of their monitoring arrangements to check on the effectiveness of safeguarding arrangements.
- The governing body and leadership team at St Michael's CofE Primary School recognises the significant level of responsibility of the Designated Safeguarding Lead role. They will ensure the postholder (and any deputies) are given the additional time, funding, training, resources, and support needed to carry out the role effectively. They will also ensure there is adequate cover if the Designated Safeguarding Lead is absent.

### **Executive Headteacher**

- The Executive Headteacher will ensure that the suite of policies and procedures relating to safeguarding and child protection adopted by the school's Governing Body/Board of Trustees are understood and followed by all staff.

### **Designated Safeguarding Lead (DSL)**

The school has appointed a member of the leadership team **Sinead O'Brien Head of School** as the Designated Safeguarding Lead (DSL). Additionally, the school have appointed Deputy DSLs , **Alexandra Cooper Assistant Head & John Coffield Assistant Head** who will have delegated responsibilities and act in the DSLs absence.

- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in St Michael's CofE Primary School. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. Job descriptions that align to KCSIE 2024 Annex C are set out below and in place for the DSL and deputy DSLs.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The DSLs will be given the additional time, funding, training, resources and support they need to carry out the role effectively. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- The DSLs will provide advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.
- The Executive Head will be kept informed of any significant issues by the DSLs.

- During term time the designated safeguarding lead or deputies will always be available (during school/office hours) for staff in the school to discuss any safeguarding concerns. This will be in person, in very exceptional circumstances this may be by telephone. The school will inform parents of out of hours reporting arrangements and cover arrangements for out of hours/out of term activities.

- **Managing referrals**

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required,
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

- **Working with others**

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCO's) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the executive headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
- ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort,

- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

- **Information sharing and managing the child protection file**

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

Records will 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.
- Whether referrals were or were not made to outside agencies including LA children's social care or the Prevent programme

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in section 13 of this policy.

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

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.

- **Raising awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

- **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and

any deputies) will also undertake Prevent awareness training. Training will provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

- **Providing support to staff**

Training should support the designated safeguarding leads in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

- **Understanding the views of children**



It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

## **Members of Staff**

- All members of staff have a responsibility to:
  - Provide a safe environment in which children can learn.
  - Be aware it can happen here and safeguarding is everyone's responsibility.
  - Build trusted relationships with children and young people that facilitates communication.
  - Undertake appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction and ongoing regular updates as required, and at least annually, so that have the relevant skills and knowledge to safeguard children effectively.
  - Actively promote the welfare and safeguarding of pupils, including their online safety,
  - Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
  - Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
  - Be able to identify signs of possible s of abuse, neglect and exploitation and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
  - To exercise professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of help or protection.
  - Reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting any form of abuse and/or neglect; and never make a child feel ashamed for making a report.
  - Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This

should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

- Understand the early help process and their role in it.
- Understand the school's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.
- Understand the wider definitions of child-on-child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 or Annex A (for some staff) and Annex B.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Be aware of the school's child-on-child abuse policy, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.

## **Children and Young People**

- Children and young people (learners) have a right to:
  - Feel safe, be listened to, know their concerns will be taken seriously, and have their wishes and feelings considered.
  - Contribute to the development of school safeguarding policies.
  - Receive help from a trusted adult.
  - Learn how to keep themselves safe, including online.

## **Parents and Carers**

- Parents/carers have a responsibility to:
  - Understand and adhere to the relevant school policies and procedures.
  - Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
  - Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies.
  - Speak to school staff if they have any concerns about the welfare, well-being and safety of their children.

## **10. Recognising Indicators of abuse and neglect**

- All staff at St Michael's CofE Primary School are made aware of the definitions and indicators of abuse and neglect (see below), as identified by Working Together to Safeguard Children (2018; updated 1 July 2022) and Keeping Children Safe in Education (KCSIE) 2024.
- **All** staff understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online.
- Harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

- St Michael's CofE Primary School recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect

The school recognises that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

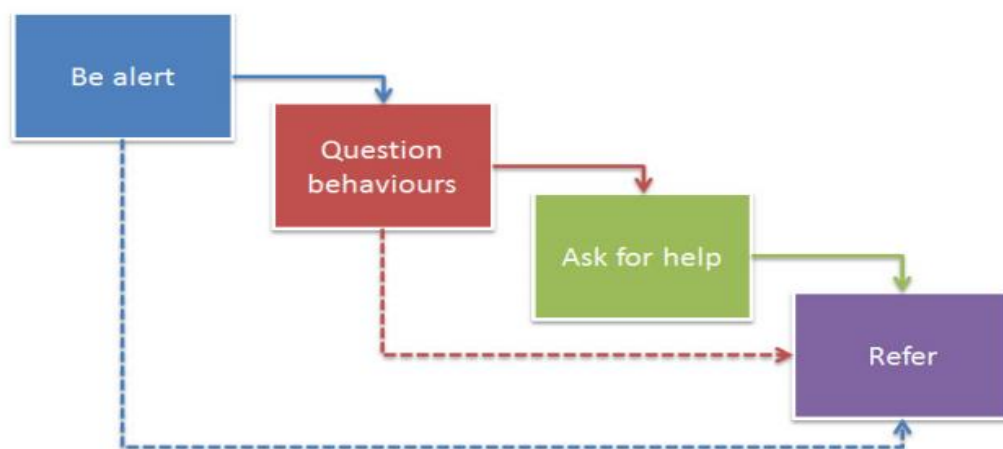
For further information see **Appendix 1** of this policy and Appendix 7 for links to advice and support.

- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos, and including computer generated imagery can be signs that children are at risk. A wider range of specific issues includes (but not limited to):
 

<ul style="list-style-type: none"> <li>▪ Child abduction and community safety incidents</li> <li>▪ A child who has a parent or carer in custody Children Missing From Education (CME)</li> <li>▪ Child missing from home or care</li> <li>▪ Child Sexual Exploitation (CSE)</li> <li>▪ Child Criminal Exploitation (CCE)</li> <li>▪ County Lines</li> <li>▪ Cybercrime</li> <li>▪ Domestic abuse</li> <li>▪ Faith based abuse</li> <li>▪ Female Genital Mutilation (FGM)</li> <li>▪ Forced marriage</li> <li>▪ Gangs and youth violence</li> <li>▪ Gender based abuse and violence against women and girls</li> <li>▪ Have experienced multiple suspensions and is at risk of or has been permanently excluded from school</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Homelessness</li> <li>▪ Honour based abuse (so called)</li> <li>▪ Mental health</li> <li>▪ Modern slavery &amp; the National Referral Mechanism</li> <li>▪ Online safety (including awareness of the school's systems for filtering and monitoring)</li> <li>▪ Child-on-child abuse (including cyberbullying, racial, prejudicial and discriminatory bullying)</li> <li>▪ Preventing radicalisation and extremism</li> <li>▪ Relationship abuse</li> <li>▪ Serious Violence</li> <li>▪ Sexual Violence and Sexual Harassment</li> <li>▪ Upskirting</li> <li>▪ Youth produced sexual imagery, nudes/semi-nudes, computer generated imagery ("Sexting")</li> </ul>
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- Additional information on these safeguarding issues and information on other safeguarding issues is included in KCSIE Annex B and Appendix 2 of this policy.
- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships

(teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused; however all concerns should be taken seriously and explored by the DSL on a case-by-case basis.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child (taken from 'What to do if you are worried a child is being



abused' DfE 2015)

- Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.
- **In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputies.**

## 11. Child protection procedures – taking action

- St Michael's CofE Primary School adheres to the Haringey Safeguarding Children multi-agency partnership procedures (Haringey LA). The full Haringey LA procedures

and additional guidance relating to specific safeguarding issues can be found on their website: <https://haringeyscp.org.uk/>

- Staff (volunteers, governors, contractors, agency and supply staff and visitors) must follow the school procedures set out in this and the following sections should they identify or have a worry about a child protection issue. The actions staff and other adults should take if there are any safeguarding concerns about a pupil are listed below. This will be covered in staff training, including new staff induction. Visitors will be required to read an electronic document at sign in, summarising the school systems and how they should pass on any child protection concerns. If anyone is unsure about reporting concerns, they must speak to the DSL and they can also refer to the DfE publication 'What to do if you're worried a child is being abused' (March 2015).
- All staff are made aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- St Michael's CofE Primary School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

### **Action if a child is in immediate danger or suffering harm or likely to suffer harm**

- **As soon as** a member of staff or an adult working in the school becomes aware that a child is suffering or likely to suffer harm, or in immediate danger they must let the DSL know immediately.
- The member of staff must make a record of what the child (ideally contemporaneously) is telling them/has told them and also record this on **CPOMs** as soon as soon as possible after the alert to the DSL. The handwritten record should be scanned and added to the electronic record (see details under making a record of a concern).
- The DSL, along with the relevant Deputy DSLs will review the case and decide on the next steps. If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Haringey's Safeguarding Team) and/or the police in line with Haringey LA procedures.
- If the DSL or deputy DSL is not available, for example out of school hours, then any staff member or other adults can make a referral. The contact numbers for the MASH team are listed on Page 2 of this policy. During this call you should seek the advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm. During your phone call if you are a professional working with children you may be asked to complete a **MASH referral form** within 24 hours. This should be emailed securely to [mashreferral@Haringey.gcsx.gov.uk](mailto:mashreferral@Haringey.gcsx.gov.uk).
- Any member of staff/adult making a **direct referral to the MASH team** must inform the DSL as soon as possible, verbally and provide a written record of the concerns and actions taken.

### **Action if a concern about a child is not in immediate danger or risk,**

- Staff must be vigilant at all times. In doing this staff may well notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share and that they are vital in helping the DSL to build a picture of the child's well-being, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.

- Staff must follow school procedures and record the concern on CPOMs. The DSL will ensure that there is continuous monitoring of the CPOMs throughout the day so no concerns are missed and any necessary actions are taken. The member of staff should not hesitate in also discussing their concern with the DSL or deputy DSLs. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

### **Guidance on receiving a disclosure from a child**

Staff should follow this approach:

- Listen to what the child has to say. Allow them time to talk freely and do not ask leading questions. Reassure the child that they are doing the right thing in telling you. Let them know they are being taken seriously and that nothing they say is or will cause a problem. Do not tell them they should have told you sooner.
- Stay calm and do not show that you are shocked or upset. **Do not in any circumstance promise to keep what they have told you a secret.** Explain you will have to pass this information on and what will happen next.
- If possible, make a handwritten record as the child speaks. If this is not possible, make a handwritten record as soon as possible afterwards. Follow the school procedure to also make a report on CPOMs.
- Speak to a DSL or deputy DSL immediately if the child is in **immediate risk** or **has been harmed** as noted above.
- Under no circumstances should the staff member undertake any investigation into the concern.
- Any allegations about staff must be reported directly to the Executive Headteacher, or in their absence, the Head of school, unless the allegation is against the headteacher in which case the chair of governors should be informed. See later section.

### **Action if a concern about a child has been identified**

- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Haringey's Safeguarding Team service who are the first point of contact for Integrated Children's Services (ICS).

### **Making a record of a concern or disclosure**

- Any child protection concerns should be entered into CPOMs. If the concern is a direct disclosure from a child then this should be recorded in writing so there is a contemporaneous record of the disclosure, which can be used as evidence should a case go to court. The start, end time, location and date should be added to the report. A summary of the report should be made on CPOMs and the DSL or deputies informed immediately.

### **Early Help Assessments**

- The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Staff are trained to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL. If the DSL views that an early help assessment is appropriate they or the deputy DSLs will lead on liaising with other agencies and in setting up inter-agency assessment, as required. Staff may be required to contribute and/or provide support in the early help assessment. They will ensure the appropriate early help support is put in place to support the child.

- The DSL will keep all early help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to Haringey's Safeguarding Team.

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## **12. Notifying parents and carers of child protection concerns**

- Parents/carers will be informed of child protection concerns unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation. Such discussions will be undertaken by the DSL or deputy DSL, although this may be delegated to another member of staff who is part of the safeguarding team, and maybe already working in with the family
- The DSL will liaise with Haringey safeguarding team, before making a decision not to inform parents/carers of a child protection concern.
- In the event of a request for support to the Haringey's Safeguarding Team being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by Haringey LA.
- Parents/carers will normally be notified in the case of allegations of abuse made against other pupils, unless it is unsafe to do so. The same applies to the person(s) the allegation is made against if they are a child.

## **13. Confidentiality information sharing and record keeping**

### **Confidentiality**

- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The Executive Head, Head of School and DSLs will share information about a child on a 'need to know' basis to help maintain confidentiality.
- Confidentiality is also addressed in this policy with respect to record-keeping below and allegations of abuse against staff in the section below and in the school's policy.

### **Information Sharing**

- St Michael's CofE Primary School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2024.
- The safety of the child is always paramount, any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of pupils.
- Staff should never promise a student that they will not pass on child protection concerns to the relevant staff and agencies. However, the child should be reassured that:
  - their disclosure will be taken seriously, and it is **not** creating a problem
  - their disclosure will only be shared with relevant staff
  - staff will be sensitive to their feelings and concerns
  - their wishes will be heard

- they will be kept informed of actions and support.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.
- St Michael's CofE Primary School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. The data protection officer (DPO) for St Michael's CofE Primary School is Nicola Purvis E-mail: npurvis5.309@stmichaelsn6.com DfE Guidance on Information Sharing (July 2018) provides further detail. The 7 'golden rules' for sharing information, and can support staff who have to make decisions about sharing information. This is kept in the school office
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputies).

### **Record keeping**

All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded on the school safeguarding platform – **CPOMs** - and passed without delay to the DSL. This should include speaking to the DSL.

A body map, available as part of the CPOMs report, will be completed if injuries have been observed.

Records must be completed at the time using the child's words and shared as soon as possible after the incident/event.

If there is an immediate concern the member of staff should consult with a DSL before completing the CPOMS report as reporting urgent concerns takes priority.

If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSLs.

Records will also be kept of any telephone calls, meetings or other communications for each child to build a full and detailed chronology on CPOMs.

All safeguarding records will be transferred securely to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

Ensure that safeguarding files are retained and stored appropriately in compliance with the Data Protection Act 2018;

- a. copies of CP files should be retained until the child is 25 years of age;



- b. any concerns related to suspected child sexual abuse should be retained until the individual of concern reaches retirement age or 10 years after, whichever is longer;
- c. concerns about those in positions of trust should be retained until the individual of concern reaches retirement age or 10 years after, whichever is longer.
- d. Only cases resulting in a 'Malicious' LADO outcome should be deleted from records.

#### **14. Multi-Agency Working**

- St Michael's CofE Primary School recognises and is committed to its responsibility to work within the Haringey LA multi-agency safeguarding arrangements. The leadership team and DSL and DDSLs will work to establish strong and co-operative local relationships with professionals in safeguarding partners and other agencies and sources of support in line with statutory guidance.
- The school recognises the importance of multi-agency and partnership working and is committed to working alongside all agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to Haringey LA processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

#### **15. Staff Induction, Awareness and Training**

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2024) (or for at the discretion of the Governing Body Annex A instead) which covers safeguarding information for all staff.
  - School leaders, including the DSL will read the entire KCSIE document.
  - School leaders and all members of staff who work directly with children will be expected to have read **Part One**. Staff who do not work directly with children should read **Annex A**.
- All members of staff have signed to confirm that they have read and understood KCSIE Part 1. This is recorded on the SCR
- **All** staff are expected to be aware of systems within their school which support safeguarding. This will be explained to them as part of staff induction and updated on a regular basis to ensure they are fully aware of current practice. This includes:
  - safeguarding and child protection policy, which should amongst other things also include the policy and procedures to deal with child-on-child abuse
  - behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)–
  - safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
  - staff behaviour policy (often known as code of conduct) – this should include low-level concerns, allegations against staff and whistle blowing
  - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- The school aims to keep the profile and importance of safeguarding high with staff, pupils, parents, governors, visitors and other adults who are associated or work with the school.

- All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. Basic child protection will take place annually including online safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- In addition, a range of other specific safeguarding issues have been prioritised by leaders as most pertinent to the school. This can include training in Prevent, mental health, child-on-child abuse and domestic violence.
- All staff will receive regular safeguarding and child protection updates via staff meetings, INSET, and email updates, to provide them with relevant skills and knowledge to safeguard children effectively.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training including in online safety, behaviour management and the staff code of conduct to ensure they are aware of the school internal safeguarding processes as part of their induction.
- All staff members (including volunteers, agency and third-party staff) will be made aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP)/online safety/social media/use of technology.
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies: this will be in staff meetings and INSET times.
- The DSL/Head of School will provide regular reports to the governing body detailing safeguarding training undertaken by all staff and will maintain an up to date register of who has been trained.
- Although the school has a nominated lead for the governing body (Stephen Bethel), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## **16.Safer Working Practice**

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school staff code of conduct.
- Staff will be made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff behaviour policy, Acceptable Use/online safety policies, and Social Media.

## **17. Staff Supervision and Support**

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSLs.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

- The school will provide appropriate supervision and support for all members of staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
  - All staff are supported by the DSL in their safeguarding role.
  - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.
- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021.

## 18. Online safety

Please see the school policy related to online safety and acceptable use:

<https://stmichaelsn6.com/wp-content/uploads/2023/02/Online-Safety-Policy-Exp-Jan-24.pdf>

- It is recognised by St Michael's Cof E Primary School that the use of technology presents challenges and risks to children and adults both inside and outside of school. As a school we will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. The school sees technology and its use permeating all aspects of school. Our integrated approach to online safety is set out in detail in:
  - The online safety policy
  - Mobile phone and social media policy
  - Use of images policy
  - Remote learning policy
  - Threaded through other policies, including policies for the curriculum, subject teaching, behaviour, child-on-child abuse and RSE/PSHE.
  - Role and responsibilities of the DSL
  - Parental engagement policy
- The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:
  - **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
  - **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
  - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
  - **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.
- The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff including the curriculum lead for Computing and ICT Technicians and support.

- St Michael's CofE Primary School uses a wide range of technology. This includes computers, laptops, tablets, Chromebooks and the internet. All school owned devices and systems will be used in accordance with our acceptable use policies and with school's appropriate safety and security measures in place. All devices owned by staff, pupils and visitors will also be used in accordance with our acceptable use policies and the appropriate safety and security measures.
- St Michael's CofE Primary School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2024 and EYFS 2021 has appropriate policies in place that are shared and understood by all members of the community. Further information regarding the specific approaches relating to this can be found in our online safety, mobile technology, social media, acceptable use and image use policies which can be found in the website.
- St Michael's CofE Primary School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place and that these meet the DfE standards for filtering and monitoring (March 2023). These are:
  1. identify and assign roles and responsibilities to manage filtering and monitoring systems.
  2. review filtering and monitoring provision at least annually.
  3. block harmful and inappropriate content without unreasonably impacting teaching and learning.
  4. have effective monitoring strategies in place that meet their safeguarding needs
- To ensure we meet the standards for filtering and monitoring, we will:
  - consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks
  - be informed in part, by the risk assessment required by the Prevent Duty
  - ensure the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified
  - inform all users that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
  - require pupils, staff and visitors if they discover unsuitable sites or material,
    - to follow the school procedures
    - report the concern immediately to a member of staff
    - report the URL of the site to technical staff/services
  - record and report to the DSLs who will liaise with technical staff regarding any filtering breaches or concerns identified through our monitoring approaches.
  - immediately report any access to material believed to be illegal to the appropriate agencies, such as the Internet Watch Foundation and the Police.
  - ensure that in implementing appropriate filtering and monitoring - "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
  - regularly check on the effectiveness of the filtering and monitoring systems

- review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.
- St Michael's CofE Primary School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety. Please see our E Safety policy for more information.
- St Michael's CofE Primary School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.
- St Michael's CofE Primary School will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
  - **Providing information on our website**
  - **Offering Digital Safety Training for parents and carers.**
- St Michael's CofE Primary School will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach. This will include amongst other things, an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as child-on-child abuse and behaviour. Internal sanctions and/or support will be implemented as appropriate.
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

St Michael's CofE Primary School will carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.

## **19. Remote Learning**

- St Michael's CofE Primary School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using **school** provided or approved communication channels; for example, **school** provided email accounts and phone numbers **and** agreed systems e.g. Google Classroom Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school staff code of conduct and Acceptable Use/online safety policies. When delivering remote learning, staff will follow our policy and guidance for remote learning.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents /carers will be

informed who from the school (if anyone) their child is going to be interacting with online and who they contact in case they need help and/or support. (eg SENCo)

- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

## **20. Safeguarding Children with Special Educational Needs and Disabilities or Health Issues**

- St Michael's CofE Primary School acknowledges that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These children may have an impaired capacity to resist or avoid abuse both offline and online and face additional barriers in recognising abuse and neglect. These can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition 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, without outwardly showing any signs, and
  - communication barriers and difficulties in managing or reporting these challenges.
  - cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers.
- Children with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse or cognitive understanding. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities. Details of support and provision can be found in the school's SEND policy and annual report.
- The DSLs will work closely with the SENCo Andrea Batten to share information and plan support and monitor as required.

## **21. Mental health and children requiring mental health support**

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are made aware of how children's experiences can impact on their mental health, behaviour, attendance and progress in school. Staff will be given regular training in mental health issues and how to recognise when a child's mental health may be at risk.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at

risk of developing one. Staff are expected to be vigilant at all times and if they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

- The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying. **Please see Behaviour Policy**

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## **22. Children in need of a social worker (Child in Need and Child Protection Plans)**

- The school recognises that pupils may need a social worker due to safeguarding or welfare needs and that children may need help due to abuse. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect these and all vulnerable pupils. The DSL will always consider the support of the social worker to ensure any decisions are made in the best interests of the child's safety, well-being, welfare and educational outcomes.

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## **23. Looked after children, previously looked after children and care leavers**

- St Michael's CofE Primary School will ensure that our staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe.
- The DSL has details of a child's social worker and relevant Virtual School Heads. Appropriate staff are provided with relevant information about each looked after child's legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The school has appointed a designated teacher, **Andrea Batten**, who is responsible for promoting the educational achievement of looked-after and previously looked-after children in line with statutory guidance. The designated teacher will have the relevant qualifications and experience and receive appropriate training to perform the role. The designated teacher will:
  - Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
  - Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium funding can be best used to ensure each child's well-being and progress. This includes (from June 2021) a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.
- The DSL and designated lead for looked after children will work with the local authority to ensure suitable arrangements are in place for care leavers, including with the appointed Personal Adviser, and will liaise with them should any issues occur.

## **24. Children who are absent from education**

- All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This might include abuse or neglect, such as sexual abuse or exploitation or student criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. See also information in Appendix 2 of this policy or KCSIE Annex B (page 144).
- The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils. This includes 'first day' calls, follow up calls, letters home and home visits.
- The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, well-being and safety of pupils. The school will therefore hold more than one emergency number for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the well-being of a pupil.
- The school is aware of its duty to report any missing children to the local authority. Full details of these systems for monitoring and supporting children with poor attendance and how the school follows statutory advice in removing pupils from the school roll can be found in the school's attendance policy.

## 25. Child-on-Child Abuse

- All members of staff at St Michael's CofE Primary School recognise that children can abuse their peers. This can happen both in and out of school and online. We believe that no form of abuse can be tolerated. All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.
- All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:
  - that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding leads
  - the importance of challenging inappropriate behaviour between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
  - that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved.
  - that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.
- In line with KCSIE 2024 the school recognises that child-on-child abuse is likely to include, but may not be limited to:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  - sexual violence



- sexual harassment
- upskirting
- consensual and non-consensual sharing of nudes and semi nudes images and or videos, including computer generated imagery, (also known as sexting or youth produced sexual imagery);
- Paragraph 35 fully details the types and forms of child-on-child abuse can take that staff should be aware of can be found the school's Appendix 3 of this policy.
- When responding to concerns relating to child on child sexual violence or harassment, school will follow the procedures set out in Appendix 5 of this policy. This follows the guidance outlined in KCSIE 2024 Part 1.
- The school recognises consensual and non-consensual sharing of nudes and semi nudes images and or videos, including computer generated imagery (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSLs. The school will follow its protocol which follows the following advice [DfE Searching Screening and Confiscation Advice](#) (updated July 2022) and [UKCIS Education Group Sharing nudes and semi-nudes advice for education settings](#).

## **26. Children who are lesbian, gay, bi, or Gender questioning (LGBT)**

- A child or a young person within St Michael's CE Primary School may be LGBT. The school acknowledges that this in itself is not an inherent risk factor for harm. However, the school recognises that children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

## **27. Gangs, County Lines, Serious violence, Crime and Exploitation**

- St Michael's CofE Primary School recognises the impact of gangs, county lines, serious violence, crime and sexual exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively (see further information in Appendix 2):
  - unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
  - children who go missing for periods of time or regularly come home late
  - children who regularly miss school or education or do not take part in education
  - change in friendships/relationships with others/groups
  - children who associate with other young people involved in exploitation
  - children who suffer from changes in emotional well-being
  - significant decline in performance
  - signs of self-harm/significant change in wellbeing

- signs of assault/unexplained injuries.

## **28. Female genital mutilation (FGM)**

- All staff are made aware of the issues around FGM, so-called 'honour'-based abuse and forced marriage, as well as the signs and symptoms, the actions they must take and the MANDATORY duty to reporting any concerns to the Police under Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers (and all other staff and adults associated with the school). If a teacher or any member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out (or maybe carried out) on a girl under the age of 18, the teacher/member of staff **must** report this to the police. Those failing to report such cases may face disciplinary sanctions.
- Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufcdo.gov.uk](mailto:fmufcdo.gov.uk).
- Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.
- See Appendix B for further details of so-called 'honour'-based abuse and forced marriage.

## **29. Preventing radicalisation**

- Children are vulnerable to extremist ideology and radicalisation. Schools have a duty to prevent pupils from becoming involved with or supporting terrorism. Appendix 2 sets more details for staff on preventing radicalisation.
- The DSL will undertake Prevent awareness training and make sure that staff are appropriately trained to equip them to identify and protect any pupils at risk of radicalisation.
- The DSL (and any deputies) are aware of local procedures for making a Prevent and Channel referral which is seen as part of the school's wider safeguarding obligations. Prevent referrals are assessed and may be passed to the police or a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of becoming involved with or supporting terrorism and consider the appropriate support required. An individual will be required to provide their consent before any support delivered through the programme is provided.
- The DSL will ensure a detailed Prevent risk assessment is undertaken and reviewed at least annually. This includes the risks posed by pupils' access to the internet and social media and the school's mitigating actions, such as monitoring and filtering internet use.

## **30. Use of reasonable force**

St Michael's CofE Primary School recognises that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Please see our Behaviour Policy for further information or <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **31. Curriculum – Opportunities to Teach Safeguarding**

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. This is a crucial part of preventative education.
- St Michael's CofE Primary School has put in place a whole school approach to helping pupils understand how to keep themselves safe. This aims to prepare pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- The school's approach to teaching pupils about safeguarding, including online safety, is part of providing a broad and balanced curriculum. The details of this are set out in detail in the policy/policies for Curriculum/RSE/PSHE/online safety. The school makes use of published guidance to develop and deliver this provision, including for RSE, PSHE, and teaching online safety.
- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- The school recognises that one size does not fit all and takes a personalised and contextualised approach for more vulnerable children, victims of abuse and some SEND children, so they know how to assess risk and adopt safe practices.
- The school has implemented the mandatory DfE Relationships, Sex and Health Education curriculum. The school is embedding this into all aspects of the curriculum to ensure equality, age-appropriate and full experiences for all pupils. Further details are given in our SMSC, RSE and PSHE curriculum policies.
- Our school systems support children to talk about their concerns and worries with confidence in the knowledge they will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

### **32. Elective home education**

- If a parent/carer wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include discussion with parents (and other professionals), awareness of additional needs of child with SEND and/or social worker, transition support, and informing the LA (*requirement to notify LA on removal from roll*). This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

### **33. Private fostering and host families**

- Private fostering is defined as when someone who is not a parent or a 'close relative' (eg. great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home. A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent. The school is aware of its duty to report to LA of any such arrangements the school learns about.
- If the school makes arrangements for pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. for example, as part of a foreign exchange visit or sports tour the school will follow the guidance set out in Annex D of KCSIE.

### **34. Safer Recruitment**

- St Michael's Cof E Primary School is committed to ensuring that we develop a safe culture and that all steps are taken to recruit staff and volunteers, (this includes agency staff, contractors and third-party staff) who are safe to work with our learners and staff.
- St Michael's CE Primary school will follow the guidance in Keeping Children Safe in Education 2024 (Part Three 'Safer Recruitment') and from The Disclosure and Barring Service (DBS).
- The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- St Michael's CofE Primary School is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We expect all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Any staff member failing to make accurate declarations or misrepresenting themselves in any way will be subject to the school's disciplinary policy.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.
  - The full policy is provided in a separate document

### **35. Concerns and allegations against members of staff and adults in the school**

- St Michael's CofE Primary School recognises that it is possible for any member of staff or adult working on behalf of the school, including volunteers, governors, contractors, agency and third-party staff (including supply teachers), visitors and contractors, to behave in a way that:
  - indicates they have harmed a child, or may have harmed a child;

- means they have committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- St Michael's CofE Primary School, we have processes in place for continuous vigilance, so we can maintain an environment that deters and prevents abuse and challenges inappropriate behaviour. To do this we aim to create the right culture and environment so that staff feel comfortable to discuss matters both within and, where it is appropriate, outside the workplace (including online) which may have implications for the safeguarding of children. All staff and volunteers should feel able to raise concerns about poor or unsafe practice (including online) and potential failures in the school safeguarding regime. The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider Whistle blowing - see section below.
- Allegations should be referred immediately to the Head of School who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.
- In the event of allegations of abuse being made against the Executive Headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.
- The school's procedures are consistent with local safeguarding procedures and practice guidance. In line with KCSIE 2024, we have policy and procedures in place that covers:
  - Allegations that may meet the harms threshold
  - Concerns that do not meet the harm threshold

**Further details are in KCSIE part 4 and the policy on Allegations against Staff.**

**Duty to refer to the Disclosure and Barring Service**

- St Michael's CofE Primary School has a legal requirement to refer to the Disclosure and Barring Service (DBS) where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
  - engaged in relevant conduct in relation to children and/or adults,
  - satisfied the harm test in relation to children and/or vulnerable adults; or
  - been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
- Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.
- When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.
- The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon

as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

#### **Duty to consider referral to the Teaching Regulation Agency**

- If the school or teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will **be** given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.
- The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

### **36. Whistle blowing**

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrong-doing and be secure that such concerns will always be taken seriously by the leadership team. Wrong-doing covered by this 'public interest disclosure' includes:
  - someone's health and safety is in danger;
  - damage to the environment
  - a criminal offence (eg fraud)
  - not obeying the law;
  - covering up wrong-doing
  - misusing public funds
  - actions that negatively affect the welfare of children
- All members of staff are made aware of the school Whistleblowing procedure (Please see Whistleblowing Policy for more details.) It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Making allegations about a colleague that is later proven to be unsubstantiated, may be considered a disciplinary offence.
- The DfE provides advice to staff who feel they need to raise concerns: Whistleblowing procedure for maintained schools [Whistleblowing procedure for maintained schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and Whistleblowing [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](http://www.gov.uk).
- Staff should raise concerns with:
  - Line Manager
  - Specified person (or governor) in school such as the headteacher/principal or DSL
  - Local Authority
  - Union or Professional Association
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **37. The use of premises by other organisations**

- Where services or activities are provided under the direct supervision/management of staff the school arrangements for child protection will apply.
- Where services or activities are provided separately by another body using the school premises, the Headteacher and governing body will:
- seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
- put in place arrangements for the organisation to liaise with the school on safeguarding matters
- include safeguarding requirements in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. If this assurance is not achieved, an application to use premises will be refused.

These arrangements apply regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

The school will follow its safeguarding policies and procedures, including informing the LADO, relating to any incident(s) that happen when an individual or organisation is using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities).

### **38. Site security and arrangements for visitors**

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within paragraphs 281-286 of KCSIE 2021. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be provided with a leaflet outlining the school's safeguarding and child protection arrangements. All visitors are expected to follow these school arrangements.
- The executive head/head of school will use their professional judgement to decide on access arrangements and if a visitor should be supervised and/or escorted.
- The school will give careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required (eg for multiple sessions).
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

### **39. Complaints**

- The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found in the main school office.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy or Appendix 5 or this policy.

**Please see Complaints Policy for more information. This is available on request from the School Office.**

### **40. Policy Monitoring and Review**

- This policy will be reviewed at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. Staff will be informed of any changes made.
- The DSL and safeguarding team meet fortnightly to review all safeguarding cases and check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans. The Designated Safeguarding Lead will provide regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.
- The governing body understands its responsibilities and duties as set out in KCSIE 2024 to ensure the effectiveness of the school's safeguarding arrangements, including those for online safety. In addition to the regular reports on safeguarding provided by the DSL, governors will take a proactive, varied approach to checking the school's safeguarding arrangements. This will include: meetings with the DSL, visits to school, ascertaining the views of staff, pupils and parents through discussions and/or surveys, use of an audit tool, asking all governors to ask a safeguarding question during meetings with leaders/staff on other aspects of school life (such as subject meetings or SENCo meeting), termly checks of the SCR, review of school data and use of an external consultant.



# Appendix 1: Categories & Indicators of Abuse and Neglect

**All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

## **Signs that MAY INDICATE physical abuse**

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

## **Signs that MAY INDICATE emotional abuse**

- Over reaction to mistakes

- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

#### **Signs that MAY INDICATE Sexual Abuse**

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

#### **Signs that MAY INDICATE neglect.**

- Constant hunger
- Poor personal hygiene

- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

## **Appendix 2: Specific safeguarding issues (KCSIE Annex B)**

This text is taken from Annex B of KCSIE (updated for KCSIE 2024) which contains important additional information about specific forms of abuse and safeguarding issues.

School leaders and those staff who work directly with children should read this Annex.

As per Part one of this guidance, **if staff have any concerns about a child's welfare, they should act on them immediately.** They should follow the school's child protection policy and speak to the designated safeguarding lead (or a deputy) - see section 11.

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Contact details are given in table at front of this policy,**

### **Child abduction and community safety incidents**

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

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

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

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

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. Child Criminal exploitation is a form of abuse where an individual or group take advantage of an imbalance in power to coerce, control, manipulate or deceive a child into criminal activity. Child Sexual Exploitation is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity.

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

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

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

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

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

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

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

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

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

Further information on signs of a child's involvement in sexual exploitation is available in

Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

## **County lines**

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

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

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

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

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#)

## **Children and the court system**

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

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

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

## **Children who are absent from education**

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as 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, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedures.

## **Children with family members in prison**

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

## **Cybercrime**

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

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

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

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

dependent offences and divert them to a more positive use of their skills and interests.

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

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

## **Domestic abuse**

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

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

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

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

## **Operation Encompass**

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there



are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

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

### **National Domestic Abuse Helpline**

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

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

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

### **Homelessness**

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

## **Mental health**

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, attendance and progress at school.

More information can be found in the [Mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England<sup>1</sup> has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Every Mind Matters](#) for links to all materials and lesson plans.

## **Modern Slavery and the National Referral Mechanism**

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

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

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<sup>1</sup> Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. However, the branding remains unchanged.

## Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. 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**<sup>2</sup> 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**<sup>3</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism**<sup>4</sup> 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.

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Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation becoming involved with or supporting terrorism. 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 a deputy) making a Prevent referral.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

### 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,

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<sup>2</sup> As defined in the Government's [Prevent Duty Guidance for England and Wales](#).

<sup>3</sup> As defined in the [Government's Prevent Duty Guidance for England and Wales](#).

<sup>4</sup> As defined in the Terrorism Act 2000 (TACT 2000)

<http://www.legislation.gov.uk/ukpga/2000/11/contents>

to have “due regard<sup>5</sup> to the need to prevent people from becoming involved with or supporting terrorism”.<sup>6</sup> This duty is known as the Prevent duty.

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

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

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of 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 will be required to provide their consent before any support delivered through the programme is provided.

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

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

### **Additional support**

[The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

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<sup>5</sup> According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>6</sup> “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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

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

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

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

London Grid for Learning have also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning \(lgfl.net\)](#)).

## **Sexual violence and sexual harassment between children in schools**

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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

## **Serious Violence**

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

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

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

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

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

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

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

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

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

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

#### **Actions**

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>7</sup> that requires a different approach (see below).

#### **FGM**

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

#### **FGM mandatory reporting duty for teachers**

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

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<sup>7</sup> Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>8</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

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

### **Forced marriage**

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

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

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

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<sup>8</sup> Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.



## **Appendix 3: Allegations of abuse made against staff**

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

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult out local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Head of School, Executive Headteacher where the Head of School is the subject of the allegation. The Chair of Governors will head any investigation of the Executive Headteacher. The case manager will be identified at the earliest opportunity.

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

#### **1.1 Suspension of the accused until the case is resolved**

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

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

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

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

## 1.2 Definitions for outcomes of allegation investigations

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

## 1.3 Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. (Trade Union representative or colleague.)
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

All schools continue with:

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency. Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

#### **1.4 Additional considerations for supply teachers and all contracted staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome

- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

### **1.5 Timescales**

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

### **1.6 Specific actions**

#### **Action following a criminal investigation or prosecution**

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

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

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

#### **Individuals returning to work after suspension**

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

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

#### **Unsubstantiated, unfounded, false or malicious reports**

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

### **Unsubstantiated, unfounded, false or malicious allegations**

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

### **1.7 Confidentiality and information sharing**

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

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

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

### **1.8 Record-keeping**

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

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

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

### **1.9 References**

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

### **1.10 Learning lessons**

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

This will include consideration of (as applicable):

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

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

### **1.11 Non-recent allegations**

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

#### **Concerns that do not meet the harm threshold**

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff

- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

### **1.12 Definition of low-level concerns**

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

### **1.13 Sharing low-level concerns**

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

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

### **1.14 Responding to low-level concerns**

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Staff Handbook and Code of Conduct, The Executive Headteacher or Head of School will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.



### **1.15 Record keeping**

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

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

### **1.16 References**

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

### **5. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

### **6. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Safeguarding and Child Protection Policy
- Staff code of conduct
- Data Protection Policy

## Appendix 4: Child-on-child abuse

### Types of child-on-child abuse listed in KCSIE 2024

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

### Protecting children from child-on-child sexual abuse

#### Introduction

Child-on-child sexual abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2021a).

In April 2021, the Department for Education asked Ofsted to carry out a rapid review of sexual abuse in schools and colleges in England. This included looking at child-on-child sexual harassment, sexual violence and online sexual abuse.

The review points out that - due to the prevalence of sexual harassment and online sexual abuse - schools, colleges and multi-agency partners should act as though it is happening to children and young people in their care, even when there are no specific reports.

Child-on-child sexual abuse can be harmful to the children who display it as well as those who experience it. Children can experience peer-on-peer sexual abuse in a wide range of settings, including:

- at school
- at home or in someone else's home
- in public spaces
- online

(NSPCC, 2018).

It can take place in spaces which are supervised or unsupervised. Within a school context, for example, peer-on-peer sexual abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home (Contextual Safeguarding Network, 2020).

As children develop healthily, it's normal for them to display certain types of sexualised behaviour. It's important that adults who work or volunteer with children can identify if

any sexualised behaviour has become harmful or abusive, and respond proportionally to keep all the children involved safe.

### **Recognising child-on-child sexual abuse**

It can be difficult to work out if a child is displaying appropriate, inappropriate, problematic or abusive sexual behaviour. Examples of sexually abusive behaviour may include:

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

*(Contextual Safeguarding Network, 2020).*

### **Signs that a child has experienced child-on-child sexual abuse**

Indicators that a child has experienced child-on-child sexual abuse may be physical or behavioural. A child or young person may appear withdrawn, frightened or begin to act differently from usual. They may also display physical signs such as noticeable discomfort in their genital or anal area.

### **Barriers to disclosure**

Children do not always feel able to speak out about their experiences of peer-on-peer sexual abuse. They may be afraid of:

- being considered a 'snitch'
- getting in trouble themselves

- how they will be perceived by others
- teachers or other adults not being discrete
- their parents being informed

(Contextual Safeguarding Network, 2020).

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

### **Children's understanding of child-on-child sexual abuse**

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

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

(NSPCC, 2018).

Some children and young people who have viewed pornography may want to emulate what they have seen (Martellozzo et al, 2016).

Some children and young people who experience abuse may begin to understand that they have experienced abuse over time, as they grow older and learn more about sex and healthy relationships (NSPCC, 2018).

### **Responding to child-on-child sexual abuse**

If a child experiences child-on-child sexual abuse or there are concerns a child might be displaying harmful sexual behaviour (HSB), you need to take child protection action.

#### **Reporting**

If you think a child is in immediate danger, contact the police on **999**.

If you're worried about a child but they are not in immediate danger, you should share your concerns.

- **Follow the school's safeguarding procedures**, including immediately sharing concerns with the DSL
- **Report to the police as appropriate** (for example, if an allegation of rape, sexual assault or sexual offence is made). This should happen alongside a making a referral to children's social care, following local authority guidelines.
- **Contact the NSPCC Helpline** on 0808 800 5000 or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Trained professionals will talk through your concerns with you and give you expert advice.
- **Contact the Report Abuse in Education Helpline** if you work in a school setting on 0800 136 663 or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

#### **Protecting all the children involved**

- You should balance the duty to safeguard the child who has experienced abuse with the need to support the child who has displayed harmful sexual behaviour.
- Children who witnessed the abuse or are friends of those involved may also be affected and need support.

- Each incident of, or concern about, child-on-child abuse will be different: you should gather all the facts, assess any risks and make decisions on a case-by-case basis. This will help you understand who needs to be involved to make sure all children are appropriately protected and supported

- Any child who has experienced or been involved in sexual abuse in a school setting can contact the NSPCC [Report Abuse in Education Helpline](https://www.nspcc.org.uk/keeping-children-safe/sexual-abuse-in-schools/) on 0800 136 663 or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Supporting the child who has experienced abuse**

Every child who has experienced abuse should receive tailored support to meet their needs. There are things you can do to help make them feel safe and supported:

- Listen carefully to the child and reassure them that you are taking them seriously.
- Record the incident, noting all the relevant facts as fully as possible. Write down the language used by the child. This will help you record precisely what happened and understand how the child has been affected.
- Consider what support the child may need in the short-term, for example making sure they won't come into contact with the child who has displayed abusive behaviour.
- Consider what long-term support the child may need to help them recover from the trauma of what they have experienced. This may include therapeutic support.
- Understand the child's support network and consider what help they need to protect and care for the child.
- Include the child in any decisions that affect them.

### **Supporting the child who has displayed abusive or harmful sexual behaviour**

It's important to protect and support children who have displayed abusive or harmful sexual behaviour.

- Consider any risks to the child's safety and what multi-agency responses are needed to support the child and their family.
- Talk calmly to the child. Remember that they may not realise they have behaved abusively and avoid using language that may make them feel judged or criminalised.
- Consider appropriate sanctions in light of the school's behaviour policy.
- Work with the child and their support network to put measures in place that will help the child change their behaviour.
- Consider what targeted therapeutic support the child may need.

### **Multi-agency responses**

The DSL will work with relevant agencies to protect and support all the children involved in an incident of child-on-child sexual abuse. This includes children's social care and the police if necessary.

### **Preventing child-on-child sexual abuse**

Organisations and individuals that work with children have a responsibility to keep them safe. It's important to create a healthy and safe environment for all children and young people and challenge societal norms that may allow child-on-child sexual abuse to take place.

The school's behaviour policy/staff code of conduct sets out what behaviour is and is not appropriate for adults and children. This will help make sure pupils know what behaviour is suitable for school and what the consequences will be if they breach the rules.

### **Helping children speak out**

Children might not feel able to talk to adults about child-on-child sexual abuse. But there are things school can do to make it easier:

- Children may feel more confident speaking out if they have a positive, trusting relationship with a trusted adult. This can be done by encouraging them to

share their thoughts and opinions, responding to their concerns, and respecting and listening to them.

- If children can see a culture within the school that challenges inappropriate behaviour, they may feel more confident that any concerns they raise will be responded to appropriately.

- Having specialist staff in pastoral care or counselling roles can make it easier for children to share their concerns.

*(Contextual Safeguarding Network, 2020).*

### **Safe environments**

School will review how to make the environment safe for children. This will include identifying any locations where there are concerns about child-on-child sexual abuse taking place. This might include toilets, unsupervised corridors and areas that are poorly lit or hidden from adult view; steps that can be taken to make these places safer include increasing supervision levels in certain areas or improving lighting.

### **Talking with children about abuse and harassment**

It's important to talk with children and young people about child-on-child sexual abuse. It's good practice for all organisations that work with children to have discussions about sex and healthy relationships.

In school, lessons on relationships, sex and sexuality are a good way of helping children learn about topics such as appropriate sexual behaviour, trust, consent, boundaries and responsibility.

Topics for discussion include:

- what healthy sexual activity and respectful relationships look like (both online and offline)
- gender stereotypes and perceptions of gender roles
- pornography and how it presents sexual behaviour
- consent and withdrawing consent

*(Department for Education (DfE), 2021a; DfE, 2020).*

Explaining what child-on-child sexual abuse is and what it may look like may help children understand if they have seen or experienced abuse. Children should know who they can talk to if they are concerned about anything or have experienced something upsetting.

Childline has produced age-appropriate information and advice for children and young people about sexual abuse, which includes information about child-on-child sexual abuse.

[> Childline's information about sexual abuse for children and young people](#)

### **Training**

All the adults in school will be trained to recognise and respond to child-on-child sexual abuse. This will help them understand what is normal, inappropriate or abusive sexual behaviour and what action to take.

### **Legislation and guidance**

Across the UK there is guidance to help professionals recognise and respond to harmful sexual behaviour.

[> Read about legislation and guidance relating to harmful sexual behaviour](#)

There is also specific guidance to help practitioners respond proportionately and effectively to peer-on-peer sexual abuse.

In **England**, the Department for Education (DfE) has published guidance on [Sexual violence and sexual harassment between children in schools and colleges](#).

The guidance states that schools and colleges should develop policies and procedures on responding to child-on-child sexual violence and harassment. They should consider how to reflect this in a whole-school approach to safeguarding and child protection. Guidance is provided on:



- schools' and colleges' legal duties and responsibilities
- responding to reports of child-on-child sexual violence and harassment
- effective ongoing responses (*DfE, 2021a*).

Part five of the statutory child protection guidance Keeping children safe in education also contains information on:

- responding to reports of child-on-child sexual violence and harassment
- risk assessment
- actions to take following a report of child-on-child sexual violence and/or harassment
- ongoing responses

(DfE, 2022).

## **References**

*Contextual Safeguarding Network (2020) Beyond referrals: harmful sexual behaviour in schools. Bedfordshire: Contextual Safeguarding Network.*

*Department for Education (DfE) (2021a) Sexual violence and sexual harassment between children in schools and colleges. London: DfE.*

*Department for Education (DfE) (2021b) Keeping children safe in education: statutory guidance for schools and colleges. London: Department for Education.*

*Mortellozzo, E., Monaghan, A., Adler, J.R., Davidson, J., Leyva, R. and Horvath, M.A.H. (2016) I wasn't sure it was normal to watch it. London: NSPCC.*

*NSPCC (2018) "Is this sexual abuse?": NSPCC helplines report about peer sexual abuse. London: NSPCC.*

## Appendix 5: Sources of support and advice

Links to sources of further advice and support for school staff, volunteers, governors and parents/carers. Additional links can be found throughout KCSIE 2024, including in Annex B (specific issues) across pages 142-156.

### Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)
- DfE: [www.gov.uk](http://www.gov.uk) [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](#)
- DfE: The online tool [Report child abuse to a local council - GOV.UK \(www.gov.uk\)](#) Council directs to the relevant local children's social care contact number:
- NSPCC: [Safeguarding children and child protection | NSPCC Learning](#)
- [What to do if you're worried a child is being abused](#) – DfE advice

### Support for Learners

- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Fearless: [www.fearless.org](http://www.fearless.org)
- Kooth: [Home - Kooth](#)

### Support for adults

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](http://www.napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Personal, social and health education and Relationships and sex education

- DfE: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)
- DfE: [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](#)
- DfE: [Engaging parents with relationships education policy - GOV.UK \(www.gov.uk\)](#)
- PSHE Association: [Home | www.pshe-association.org.uk](#)

### Domestic Abuse

- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)
- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
- Respect Phoneline: <https://respectphoneline.org.uk>

### Honour Based Abuse and FGM

- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)
- FGM Factsheet: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
- Forced marriage resource pack: [Forced marriage resource pack - GOV.UK \(www.gov.uk\)](#)

- Mandatory reporting of female genital mutilation: procedural information: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

### **Contextual Safeguarding, child-on-child abuse, Sexual Exploitation and Criminal Exploitation:**

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)
- National bullying helpline: [Information and advice about all forms of bullying \(nationalbullyinghelpline.co.uk\)](http://Information and advice about all forms of bullying (nationalbullyinghelpline.co.uk))
- Kidscape: [Help With Bullying \(kidscape.org.uk\)](http://Help With Bullying (kidscape.org.uk))

### **Mental Health**

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- PHSE Rise above resources and lesson plans: [Mental wellbeing | Overview | PHE School Zone](#)
- DfE: [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)

### **Online Safety**

- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- NSPCC: [Social media and online safety | NSPCC Learning](#)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' [Education for a Connected World - GOV.UK \(www.gov.uk\)](#)
- DfE '*Teaching online safety in school*' guidance. [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](#)
- UK Council for Internet Safety (UKCIS): [UK Council for Child Internet Safety \(UKCCIS\)](#)

### **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)