

South Pennine Academies

Safeguarding & Child Protection Policy

2022 - 2023



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Approved by Trustees	October 2022
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Named Member of the Local Academy Board	Kelly Barron
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This policy takes into account roles and responsibilities in South Pennine Academies Scheme of Delegation.	

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(**For academy/academies read school/schools)

General Introduction

This policy reflects the changes that have been made in KCSIE 2022 in three circumstances.

Firstly, where legislation has required it e.g. reflecting mandatory Relationship Education, Relationship and Sex Education and Health Education from September 2022.

Secondly, where we have helpful additional information that will support schools and colleges protect their children e.g. mental health, domestic abuse, child criminal and sexual exploitation and county lines.

Finally, important clarifications which will help the sector better understand and/or follow DfE guidance.

The policy reflects KCSIE 2022 and local safeguarding partnership arrangements for Calderdale, Oldham and Kirklees and in line with:

- Working Together to Safeguard Children (2019)
- Keeping Children Safe in Education (2022)
- Reference to the Covid-19 guidance ([Covid-19: safeguarding in schools, colleges and other providers](#))
- Information Sharing (2018)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards (March 2013)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium May 2019)
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (September 2022)

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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;
- taking action to enable all children to have the best outcomes.

(Keeping Children Safe in Education, 2022)

The term “Child” or “Children” refers to as anyone under the age of 18 years of age.

SECTION 1: Introduction

At South Pennine Academies, we believe that:

- Safeguarding and promoting the welfare of children is everyone’s responsibility.
- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

South Pennine Academies staff, trustees and Local Academy Board members fully recognise the contribution they make to safeguarding children. **Our aim is to create a culture of vigilance at all times.** We recognise that **all** staff, including volunteers, have a full and active part to play in protecting our students from harm and **should always work in the best interests of the child.**

South Pennine Academies staff, trustees and Local Academy Board members believe that our academies should provide a caring, positive, safe and stimulating environment which promotes the social, physical, spiritual, cultural and moral development of the individual child.

The aims of this policy are:

- To support every child’s development in ways that will foster security, confidence and independence.
- To raise the awareness of both teachers and associate staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for robust levels of communication between all members of staff.
- To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- To ensure that all academies contribute to inter-agency working, in line with statutory guidance ‘Working together to safeguard children’ 2019. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to interagency plans to provide additional support to children subject to child protection procedures and plans. Academies will allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- To ensure that all adults within our academies, who have access to children, have been rigorously checked as to their suitability. An Enhanced DBS will be carried out for all staff working at the academy in-line with our Safer Recruitment Policy.
- Any adults additional to staff over the age of 16 (school leavers) will be added to the SCR in accordance to DBS requirements.
- To raise awareness of safeguarding among our students and to teach them about safeguarding, including online risks and develop the skills needed to keep themselves safe and free from harm.

This policy should be read in conjunction with the following policies or procedures:

- Keeping Children Safe in Education Part 1 2022
- Child Protection Policy
- COVID 19 Annex
- Safe Recruitment and Selection Policy
- Staff Code of Conduct
 - *Appendices 'Safer Working Practices'
- Safeguarding Induction Procedures
- Allegations Against Staff
- Anti-bullying Procedures
- Behaviour Policy
- Health and Safety Policies and Procedures
- Whistle Blowing Policy
- Physical Intervention Policy and Procedure
- Social Media and Acceptable Use Policy
- Supervision Policy
- Mental Health and Well Being Policy
- Medical Needs Policy
- Intimate Care Policy
- Curriculum Policy
(including policies for PSHCE/SRE/RRS/British Values/SMSC/Sexual Violence & Sexual Harassment)
- Online Safety Policy including Cyber Bullying
- Managing Allegations Against Staff Policy
- Attendance and Children Missing in Education
- Risk Assessments
- Lettings Policy
- Home Visits Policy

Academies ensure that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read, understood and thus agreed to adhere to any policy.

SECTION 2: School Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the school.

The purpose of this policy is:

- To inform staff, parents, volunteers and Local Academy Board members and Trustees about the academies' responsibility for safeguarding children and to develop awareness and identification of abuse
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.

Everyone working in or for our academies shares a commitment to help keep children and young people safe by:

- Reading and understanding Part 1/Annex A as appropriate to role following the guidance Keeping Children Safe in Education (2022)
- Providing a safe environment for children and young people to learn and develop in our school setting

- Identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting
- School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

South Pennine Academies CEO, Trustees, Members, Principals and all Trust staff are committed to child protection, safeguarding, and promoting the wellbeing all of its pupils. They ensure that safeguarding and child protection are at the forefront, and underpin all relevant aspects of process and policy development. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

2.1 – Pupil Information:

In order to keep children safe and provide appropriate care for them, academies require accurate and up to date information regarding:

- Names, contact details and relationship to the child of any persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from the above)
- Emergency contact details (if different from the above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made.
- There must be a minimum of 2 emergency contact details per child
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been subject to a Child Protection Plan
- If the child is or has been subject to Early Assessment or Child In Need (CIN) processes.
- If the child is a Child Looked After (CLA)
- The name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child

2.2 - Transfer of school records:

Academies will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting GDPR standards and safeguarding requirements.

When a child leaves an academy their child protection file is transferred to their new school as soon as possible and separately from the main pupil file. This is usually done by secure electronic transfer with electronic receipt. Any physical files are usually transferred with a face-to face meeting unless the child moves out of area. If the child moves out of area the file is transferred by recorded delivery and signed for and are clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

2.21 – Information Sharing and Managing the Child Protection File

Page 31 KSCIE 2022

****Plus GDPR/Personal data GDPR – is this covered in the Policies written in line with Information Sharing 2018 or do we want some of it outlined here** **Information sharing**

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including in relation to their educational outcomes. Our academies have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, it is important for the governing body and proprietor to recognise the importance of information sharing between practitioners and local agencies. This will include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the academy and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required.

All Trust staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR.

This includes:

- ✓ being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'
- ✓ understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. ****This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to 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,**
KCSIE 2022 Update
- ✓ for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

The Data Protection Act 2018 and UK 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.

Further details on information sharing can be found:

- ✓ in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing

- ✓ at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
- ✓ at The Information Commissioner's Office (ICO), which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information
- ✓ in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the UK GDPR.

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

Records should include:

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

DSLs 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 Part one and Part two of this guidance.

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

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college 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 or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

The academy retains a copy of the child's chronology and any documents that the academy created e.g. risk assessment in an archive until the child reaches the age of 25 years. The receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

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 or college'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 are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college 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.

Roles and Responsibilities:

Paragraph 81 KCSIE 2022

Governing bodies and proprietors will ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place across our Trust are effective and support the delivery of a robust whole academy approach to safeguarding.

This training will be regularly updated.

Local Academy Boards will ensure that:

- There is a named Safeguarding Governor
- Academies have an effective Safeguarding Policy and Child Protection procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is available publicly via the academy website
- Academies have a Code of Conduct and that this is provided to all staff and volunteers on induction
- Academies are committed to safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training.
- Academies are committed to procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- Online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media.
- A senior member of the academies' leadership team is appointed to the role of DSL
- Staff including the Principal undertake appropriate safeguarding training which is updated annually
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- A LAB member is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Principal
- Where services or activities are provided on academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually

Our Principals will ensure that:

- The policies and procedures adopted by the Local Academy Boards are fully implemented, and followed by all staff
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children

- There are arrangements in place for Safeguarding Supervision for the DSL and the deputy Designated Safeguarding Lead(s)
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed Whistle Blowing policies
- The DSL is supported in providing a contact/report and attending Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of school term time when needed
- Allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure
- Individuals are referred to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)

Our DSL (DSL) as stated in KCSIE (2022) will ensure that they:

Manage referrals:

- Refer cases of suspected abuse to the local authority children's social care;
- Support staff who make referrals to social care;
- Refer cases to the Channel programme where there is a radicalisation concern;
- Support staff who make referrals to the Channel programme;
- Support the Principal to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police.

Work with others:

The DSL is expected to:

- act as a point of contact with the three 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
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for all staff
- The DSL and any deputies should liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children](#). [NPCC- When to call the police](#)

should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Training

The DSL (and any deputies) should 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 DSL should undertake Prevent awareness training.

Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so that they:

1. Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's referral arrangements
2. 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
3. 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
4. Are alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
6. Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners
7. Are able to keep detailed, accurate, secure written records of concerns and referrals
8. Understand and support the school or college 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
9. 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 or college
10. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
11. Obtain access to resources and attend any relevant or refresher training courses
12. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should 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.

Raise Awareness

The DSL should:

1. Ensure the school's or college's child protection policies are known, understood and used appropriately
2. Ensure the school's or college'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
3. Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
4. 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
5. Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with social worker, are experiencing, or have experienced, with teachers and school and college staff.

Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Arrange for the transfer off the Child protection file where required:

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

In addition to the child protection file, the DSL should also 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 and have that support in place for when the child arrives.

Are available:

- During term time the DSL (or a deputy) will always be available for staff in the academy to discuss any safeguarding concerns. (The term 'available' includes by means of communication using a mobile/electronic device)
- There will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries where possible such as an Initial Child Protection Case Conference. Where possible a report will be sent to the Initial Child Protection Case Conference.

There will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries where possible such as an Initial Child Protection Case Conference. Where possible, a report will be sent to the Initial Child Protection Case Conference.

All staff and volunteers will:

- Read and sign to say that they understand and will fully comply with the South Pennine Academies policies and procedures
- Read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education' (2022) including Annex A and know how to apply the guidance
- Attend annual whole school safeguarding training and other appropriate training identified
- Identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- Provide a safe environment in which children can learn
- Be aware that they may be asked to support a Social Worker to take decisions about individual children
- Inform the DSL of any concerns about a child at the earliest opportunity
- Inform the head of any concerns regarding an adult within school at the earliest opportunity
- Inform the Trust's Deputy CEO of any concerns regarding the head at the earliest opportunity

Key Definitions:

(‘Working Together’ 2018 and ‘Keeping Children Safe in Education’ 2022)

A child: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

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 **Definition change KCSIE 2022**

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 (Fabricated Induced Illness).

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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

All staff follow the schools Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2022 and the Local Authority Safeguarding Children Partnership guidance.

It is **not** the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the DSL with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Paragraph 19 KCSIE 2022

All staff should 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. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the DSL to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Assessment, Referral into Early Help or a referral into the Local Authority Multi Agency Team if the child may be at the threshold of Child In Need (S17) or there is concern that the child is at risk of significant harm and

thus Child Protection Enquires (S47) may be needed. These signs or indicators may be of one of the main four types of abuse or neglect or may be of other specific safeguarding issues.

Section 3 Providing a Safe and Supportive Environment

3.1- Safer Recruitment and Selection check Safer Recruitment Policy

Each academy is fully compliant with the DfE guidance 'Keeping Children Safe in Education' (KCSIE) 2022. All academies adhere to the Trust Safer Recruitment Policy. We ensure that all appropriate measures are applied in relation to everyone who works in the academy, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. staff, volunteers, students and contractors. Safer recruitment practice as laid out in KCSE (2022 Part 3) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required, including **(KCSIE 2022 Paragraph 220)** as part of the shortlisting process we will consider carrying out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which as part of the Safer Recruitment process our academies may want to explore with the applicant at interview. ****Or does this go in the separate policy for SR?**

For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

All academies are committed to keeping an up to date Single Central Record (SCR) or Register which covers the following people:

- All staff (including supply staff) who work at the school
- All others who work in regular contact with children in the school, including Governors and volunteers
- (for independent schools/academies/free schools) all members of the proprietor body

The Single Central Record (SCR) records the safer recruitment checks, states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

Identified staff will undertake Safer Recruitment Training within the specified 3 years, and at least one trained member of staff will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

3.2 - Safe Working Practice

The Teaching Standards (2012) state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our academies are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

In accordance with the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (May 2019) and linked to our Staff Handbook (Code of Conduct) and Whistle Blowing Policy; safe working practices in our academies ensure that pupils are safe and that all staff:

- Work in an open and transparent way

- Discuss and/or take advice from academy management over any incident which may give rise to concern
- Record any incidents or decisions made
- Apply the same professional standards regardless of gender, sexuality or disability
- Comply and are aware of the confidentiality policy
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LADO).

What school and college staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children

Governing bodies and proprietors should ensure there are procedures in place (as described in paragraph 56 KCSIE 2022) to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

1. This should be referred to the headteacher or principal
2. Where there are concerns/allegations about the headteacher or principal, this should be referred to the Trust's Deputy CEO.
3. In the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.

Concerns including allegations that may meet the harms test should be addressed as set out in Part four of Keeping Children Safe in Education 2022 guidance.

Duties as an employer and an employee

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college. This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

4. Behaved in a way that has harmed a child, or may have harmed a child
5. Possibly committed a criminal offence against or related to a child
6. Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
7. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This part of the guidance relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Schools and colleges as employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide them with a named contact if they are

suspended. Where the school or college are not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers, see paragraphs on supply teachers below). It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

Supply teachers

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

3.3 - Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities, venues used, transport etc. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed. All academies ensure school trips are approved by the Principal and all risk assessments are carried out prior to the trip and approved by the EVC and signed off by the EVC and/or Principal.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.

3.4 - Safeguarding Information for pupils

All pupils in our academies are aware of a number of staff who they can talk to. Each academy is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We aim for all pupils to know that we have a DSL (DSL), who is a senior member of staff with responsibility for child protection. Likewise, pupils are informed that there are Deputy DSLs who they would talk to if the DSL was not in school. We inform pupils of who they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Pupils in each academy are treated with dignity and respect and their views are listened to. We make pupils aware of these arrangements through our planned curriculum offer.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns and key themes identified in the Keeping Children Safe in Education (2022) statutory guidance.

3.5 - Partnership with Parents:

Each academy shares a purpose with parents to educate and keep children safe from harm. Academies provide e-safety advice to parents and provides an extensive parent and carer information section on academy websites. Included on the website is advice on reporting issues to appropriate authorities.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, in order to protect a child.

Academies will share with parents any concerns we may have about their child, unless to do so may place a child at risk of harm. In addition, parents will not be informed prior to a social care referral if it may jeopardise a police investigation.

We make parents aware of all safeguarding policies on each academies' website and all of these policies are available to read on individual academy websites. Posters and displayed information also ensure that Safeguarding has a high profile within the whole school community.

We keep parents up to date with our Safeguarding curriculum via websites and Newsletter items.

3.6 Partnerships with others:

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children. Please refer to the appendices details of Local Offer.

Academies will cooperate with social care agencies where they are conducting child protection enquiries. Furthermore, every academy will endeavour to attend appropriate inter-agency meetings such as Early Help/Intervention Panels, Team Around the Child/Family meetings, Child In Need reviews and Initial and Review Child Protection Case Conferences. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings.

For allegations against staff the academies work closely with the LADO, (Local Authority designated officer).

3.7 School Training and Staff Induction:

The school's DSL undertakes refresher training at 2 yearly intervals as do the Deputy and all Level 3 trained DSL's in school, provided by the Local Authority Safeguarding Advisor or other qualified providers. The DSL (Designated Safeguarding Lead) also attends other opportunities such as the DSL Network events within the Local Authority, across the Trust and Multi-Agency Training to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Principal is a trained DSL, in line with Trust expectations. All other school staff, including support staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic Safeguarding Awareness on an annual basis, including additional training for new members of staff who join the academy throughout the year.

All staff (including temporary staff and volunteers) are provided with the school's staff handbook, part 1 and Annex 1 of the Keeping children safe in education 2022 and are informed of school's child protection arrangements on induction. All staff sign (including temporary staff and volunteers) to say that they have received and read the policy.

3.8 Support, Guidance and Supervision for Staff:

Staff will be supported by:

- The DSL
- At least one Mental Health First Aider
- The school Well being lead
- Supervision in line with the Trust Supervision Policy
- SAS
- Other pastoral staff

Safeguarding is also an agenda item for whole school training. The Safeguarding Team attend weekly supervision meetings to discuss and if necessary, raise concerns and (where possible and practicable) also formal and informal, individual supervision meetings in line with the Trust Supervision Policy.

3.9 Safeguarding Curriculum and Opportunities to teach safeguarding

The SLT and the DSLs will work closely with the RSE, PSHE and Computing Leads and other relevant subjects leads to ensure a carefully planned and implemented safeguarding curriculum which is fit for purpose considering the age, ability and context of our pupils including those pupils with additional needs.

The curriculum will take into account the fast moving impact of online safety, social media, cyber bullying, pornography, sexual abuse, relationships and consent.

KCSIE 2022 pages 33 to 34

Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

In our academies, relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects schools must have regard to the statutory guidance, which can be found here. Colleges may cover relevant issues through tutorials.

We recognise that schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares 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.

Our academies will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

This program will tackle at an age-appropriate stages issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality

- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

The Department has produced a one-stop hub for teachers which can be accessed here: [Teaching about relationships sex and health \(Gov.uk\)](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

Further guidance focused on teaching relationships education specifically to prevent sexual harassment and sexual violence will be published in Spring 2022.

The following resources, plus many more listed in Annex B, may also help schools and colleges understand and teach about safeguarding:

- DfE advice for schools: [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS)¹ guidance: [Education for a connected world](#)
- UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- The UKCIS [external visitors guidance](#) will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England: [Every Mind Matters](#)
- [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

Section 4:

Ensuring that Children are Safe at School and at Home

4.1 Early Help

Paragraph 59 KCSIE 2022

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. Referrals should follow the local referral process.

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if a child's behaviour is becoming problematic due to lack of appropriate guidance and boundaries at home.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

South Pennine Academies is committed to early help and the identification of unmet needs and vulnerabilities of its pupils and works in partnership with other agencies to promote the welfare of the pupils and to keep them safe. All staff are aware of the early help process and understand their role in identifying emerging problems, sharing information with other agencies and for some staff acting as the lead professional in undertaking early help assessments.

What school and college staff should look out for;

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

1. is disabled and has specific additional needs
2. has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
3. has certain health conditions
4. is a young carer
5. is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
6. is frequently missing/goes missing from care or from home
7. is at risk of modern slavery, trafficking or exploitation
8. is at risk of being radicalised or exploited
9. is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
10. is misusing drugs or alcohol themselves
11. has returned home to their family from care
12. is a privately fostered child.

Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the DSL (or deputy).

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their homes.

Paragraph 23 KCSIE 2022

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. Training should be provided where there emphasis on the importance of understanding intra familial harms and any necessary support for siblings following incidents.

4.2 Child Protection Procedures

Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as potentially meaning that they are educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, '[Improving the educational outcomes of Children in Need of help and protection](#)' contains further information; the conclusion of the review, '[Help, protection, education](#)' sets out action Government is taking to support this.

Children requiring mental health support

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

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. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See [Rise Above](#) for links to all materials and lesson plans.

The department is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the

[Link Programme](#). Training for senior mental health leads, will be available to all state funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. Definitions of the four main types of abuse are within the Safeguarding Policy.

All staff will also have an awareness of specific safeguarding issues as referred to in the Safeguarding Policy, in particular Domestic Abuse, Child Sexual Exploitation (CSE), Child Criminal Exploitation (County Lines and Trafficking), Radicalisation and the Prevent Duty, Female Genital Mutilation (FGM), Attendance and Children Missing from Education (CME). Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. (Child Sexual Exploitation, County Lines and Trafficking are collectively known as Child Exploitation)

All staff will also be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, up skirting and sexting. Staff are clear as to the school's policy and procedures with regards to peer on peer abuse.

4.3 Concerns that staff must immediately report

It is **not** the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the DSL (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

If children are placed in any form of Alternative Provision for any part of their school day, the academy will seek reassurance that the same child protection procedures will be followed and that any concerns will likewise be reported to our DSL and their counterpart within the Alternative Provision.

Concerns that staff must report verbally to a DSL within 10 minutes:

1. Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
2. Any explanation given which appears inconsistent or suspicious
3. Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
4. Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
5. Any concerns that a child is presenting signs or symptoms of abuse or neglect
6. Any significant changes in a child's presentation, including non-attendance
7. Any hint or disclosure of abuse from any person
8. Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
9. Any potential indicators of Child Exploitation (CE)
10. Any potential indicators of FGM
11. Any potential indicators of Radicalisation

12. Any potential indicators of living in a household with Domestic Abuse

13. Any concerns arising in the local community

4.4 Responding to Disclosure:

Disclosures or information may be received from pupils, parents or other members of the public. Schools recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity using the TED (Tell, Explain, Describe) and Open-Ended Questions as explained in the annual safeguarding training.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a handwritten record via CPOMS (or make a written record if CPOMS is unavailable then pass to the DSL). Staff must not email.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

The DSL will ensure that the child's wishes and feelings are taken in to account when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the child at their core.

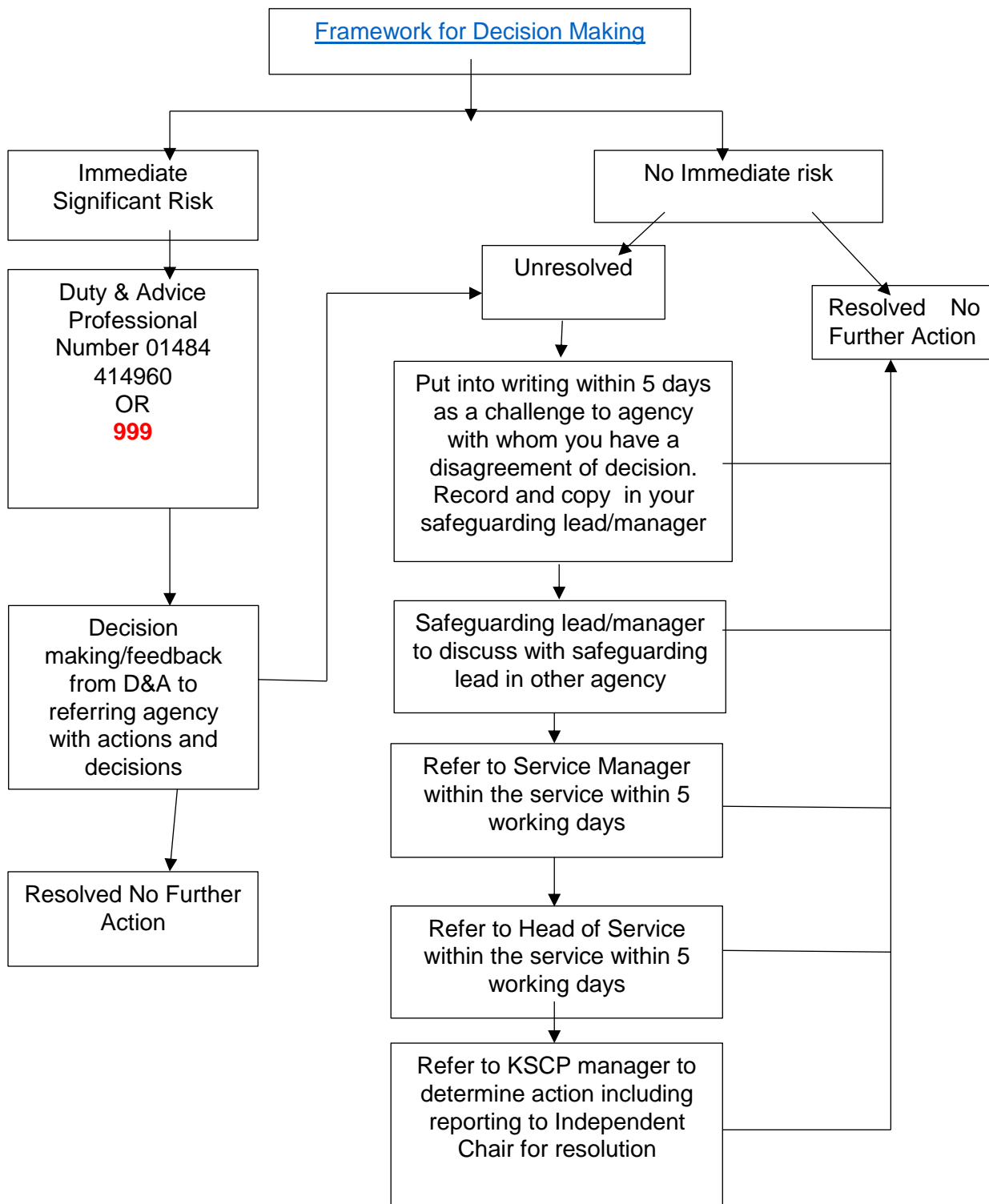
Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Try to ensure that the person disclosing does not have to speak to another member of school staff
- Clarify the information
- Try to keep questions to a minimum and of an 'open' nature e.g. using the TED technique – 'Tell me, Explain to me, Describe to me....'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where they are concerned about their safety or someone else's
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and who will be involved as appropriate
- Record details including what the child has said, in the child's words on the paper or online safeguarding concern form and record any visible signs, injuries or bruises on a Body Map
- Record the context and content of their involvement, and distinguish between fact, opinion and hearsay

4.4 Responding to Disclosure

Action by the DSL (or deputy DSL in their absence):

Following any information raising concern, the DSL will consider:



4.4 Responding to Disclosure

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Multi-Agency Teams will be followed up in writing using the required Local Authority Referral Form and these referrals will always be kept on file irrespective of the outcome.

If the DSL is of the view that concerns are not being responded to appropriately then these concerns will be escalated appropriately until the DSL feels that some resolution has been achieved. Initial escalation would be to the Team Manager but may need progressing to the Service Manager if felt appropriate.

Action following a child protection referral:

The DSL or other appropriate member of staff will:

- Make regular contact with the social worker involved to stay informed
- Wherever possible, contribute to the strategy discussion
- Provide a report for, attend and contribute to any subsequent child protection conference
- If the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- Where possible, share all reports with parents prior to meetings
- Where in disagreement with a decision made by the Multi Agency Team e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance around Resolving Professional Disagreements within the Local Authority
- Where a child subject to a child protection plan, moves from the school or goes missing, immediately inform Multi-Agency Screening Team, or allocated Social Worker or Team Manager and follow Local Authority CME guidelines

4.5 Recording and monitoring:

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed.

The DSL ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All actions will also show what follow up action is being taken as a result of the concern and the outcomes of this action.

Information records should include:

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

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away, and/or password protected, and only accessible to the Principal and the DSL team. If in the form of an electronic file e.g. using CPOMS (Child Protection Online Management System), it will be stored securely with appropriate levels of limited access.

The creation, retention and maintenance of all child protection files will meet the requirements of the Data Protection Act 2018 (which includes the General Data Protection Regulations 2018) These records will be transferred to any school or setting the child moves to, either by secure electronic transfer or clearly marked 'Child Protection, Confidential, for attention of DSL for Child Protection,' and a receipt of this transfer will be

retained. The chronology from the file and any key documents generated by the school will then be retained by the school until the child's 25th birthday or for 40 years from the date of birth of the youngest sibling within a family if they are or have been subject to Child Protection procedures.

If the child goes missing from education (CME) or is removed from roll to be educated at home, any Child Protection file will be transferred and sent to the Education Welfare Service.

4.6 Specific safeguarding issues:

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Other areas staff need to be aware of are:

1. Bullying including cyber bullying
2. Children missing education
3. Child missing from home or care
4. Child sexual or criminal exploitation (CE)
5. Domestic violence
6. Drugs
7. Fabricated or induced illness
8. Faith abuse
9. Female genital mutilation (FGM) – see also below
10. Forced marriage
11. Gangs and youth violence
12. Gender-based violence/violence against women and girls (VAWG)
13. Hate
14. Mental health
15. Missing children and adults
16. Private fostering
17. Prevent and radicalisation
18. Relationship abuse
19. Sexting
20. Trafficking / Child Abduction

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on the TES website and also on its own website www.nspcc.org.uk

Schools can also access broad government guidance on the issues listed below via the government and local authority websites.

4.7 Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

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

The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges).

In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

4.8 Contextual Safeguarding

Each academy recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the academy itself. All staff, but especially the DSL will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse 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. Victims can be exploited even when the activity appears consensual and it should be noted that exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex A of Keeping Children Safe in Education 2022.

4.9 Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant.

The DfE provide guidance for practitioners.

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

4.10 Child Criminal Exploitation (CCE)

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page below for more information), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

21. children who appear with unexplained gifts or new possessions
22. children who associate with other young people involved in exploitation
23. children who suffer from changes in emotional well-being
24. children who misuse drugs and alcohol
25. children who go missing for periods of time or regularly come home late
26. children who regularly miss school or education or do not take part in education

If staff do identify children for whom CSE may be a concern they will follow normal safeguarding process and Child Protection procedures. Staff must pass this information to the DSL immediately. The DSL will then assess the level of concern and consider referring cases where relevant to external agencies and the Child Exploitation Team.

Academies also appreciate that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

4.11 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure the compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism² should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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

4.12 Child Trafficking

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

4.13 Child abduction and community safety incidents

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

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

4.14 Child on Child Abuse including Harmful Sexual Behaviour

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address the underlying Safeguarding concerns.

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Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent.

Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice.

HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not.

However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in Annex B.

It is effective safeguarding practice for the designated safeguarding lead (and their deputies) to have a good understanding of HSB. This could form part of their safeguarding training. This will aid in planning preventative education, implementing preventative measures, drafting and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding.

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Preventing abuse

Effective safeguarding practice is demonstrated when schools and colleges are clear, in advance, about what local processes are in place and what support can be accessed when sexual violence or sexual harassment has occurred. It is important to prepare for this in advance and review this information on a regular basis to ensure it is up to date.

As such:

- if required, the designated safeguarding lead (or a deputy) should discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues in order to prepare the school's or college's policies (especially the child protection policy) and responses, and
- the designated safeguarding lead (and their deputies) should be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required. Further information on specialist support and interventions can be found in Annex B in the additional advice and support section under sexual violence and sexual harassment.

4.15 Youth Produced Sexual Imagery (sexting)

Where there is a disclosure or the school becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

1. The incident should be referred to the DSL immediately
2. The DSL should hold an initial review meeting with appropriate school staff
3. There should be subsequent interviews with the young people involved (if appropriate)
4. Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
5. At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

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

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101333/keeping-children-safe-in-education-2022.pdf)

Action following a report of sexual violence and/or sexual harassment/peer on peer abuse (See Appendices)

What to consider.

All academies must follow the new and current guidance Sexual Violence and Sexual Harassment and the KCSIE guidance Part Five: Child on Child Sexual Violence and Sexual Harassment.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2022.pdf

Context Sexual violence and sexual harassment can occur between two children of any age and sex.

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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way.

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. See Sexual Offences Act 2003 available at [Legislation.gov.uk](http://legislation.gov.uk) This document is for information only and does not come into force until 1 September 2022. Schools and colleges must continue to have regard to KCSIE 2022 until then.

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

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

Sexual harassment

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

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

1. Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
2. Sexual "jokes" or taunting
3. Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
4. Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

5. Non-consensual sharing of sexual images and videos
6. Sexualised online bullying
7. Unwanted sexual comments and messages, including, on social media
8. Sexual exploitation; coercion and threats
9. Upskirting

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

'Upskirting' is also recognised as a form of peer on peer abuse.

Staff becoming aware of incidents of peer on peer abuse must follow the normal safeguarding process and Child Protection procedures, passing this information to the DSL (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to external agencies and potentially the Police.

Sexual violence and sexual harassment involving children at the school is a form of peer on peer abuse/child on child abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Academies take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives.

A multi-agency approach will be undertaken when responding to all such complaints; however the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the DSL. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the DSL professional at that school.

Action following a report of sexual violence and/or sexual harassment/peer on peer abuse (See Appendices)

What to consider.

All academies must follow the new and current guidance Sexual Violence and Sexual Harassment and the KCSIE guidance Part Five: Child on Child Sexual Violence and Sexual Harassment.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2022.pdf

Schools and colleges should carefully consider any report of sexual violence and/or sexual harassment. The DSL (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response.

Important considerations will include:

1. The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered
2. The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
3. The ages of the children involved
4. The developmental stages of the children involved
5. Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
6. If the alleged incident is a one-off or a sustained pattern of abuse are there ongoing risks to the victim, other children, adult students or school or college staff
7. Other related issues and wider context

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

*Whilst the victim/s should be given all the necessary support to remain in their school or college, if the trauma results in the victim/s being unable to do this, alternative provision or a move to another school or college should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

Responding to reports of sexual violence and sexual harassment: including reporting, Confidentiality including Social Media and Risk Assessment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required.

Schools and colleges should not feel that they are alone in dealing with sexual violence and sexual harassment.

Local authority children's social care and the police will be important partners where a crime might have been committed. Referrals to the police will often be a natural progression of making a referral to local authority children's social care. The designated safeguarding lead (or a deputy) should lead the school or college response and should be aware of the local process for referrals to children's social care and making referrals to the police (also see the section "reporting to the police" on page 119 for further information).

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

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

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

As per Part one of this guidance, all staff should be trained to manage a report.

Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy)
- careful management and handling of reports that include an online element. Including being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more

appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection •not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead (or deputy) or local authority children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to

- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation
- listening carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made.
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by local authority children's social care and/or part of a criminal investigation, and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Considering confidentiality and anonymity

Confidentiality

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

The school or college should only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.

Advice should be sought from the designated safeguarding lead (or deputy), who should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes.

Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains.

The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Additional information on confidentiality and information sharing is available at Safeguarding Practitioners Information Sharing Advice and NSPCC: Information sharing and confidentiality for practitioners.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, schools and colleges should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.

Relevant information can be found in: CPS: Safeguarding Children as Victims and Witnesses.

As a matter of effective safeguarding practice, schools and colleges should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

Schools and colleges should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities. The unique challenges regarding social media are discussed at paragraph 469 along with potential support. In addition, the principles described in Childnet's cyberbullying guidance could be helpful.

Risk assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school or college,
- especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- the time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded (paper or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe. The designated safeguarding lead (or a deputy) should ensure they are engaging with local authority children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The above school or college risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school or college approach to supporting and protecting their pupils and students and updating their own risk assessment.

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

What to consider

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

•the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children

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

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

For further statutory information on the following please refer to KCSIE 2022 page 112+

[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101333/keeping-children-safe-in-education-2022.pdf)

- **Options to manage the report**
- **Referral to Early Help / Social Care**
- **Reporting to the Police**
- **Managing Criminal Convictions**
- **Managing Bail Conditions**
- **Unsubstantiated, unfounded, false or malicious reports**
- **Safeguarding and supporting the victim**
- **Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed h Discipline and the alleged perpetrator(s) armful sexual behaviour**

KCSIE 2022 Part 5 Updates

4.17 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 that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**³ that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

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

It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital 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.⁴ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s DSL (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Staff are aware of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the DSL (DSL). The DSL can then make appropriate referrals to external agencies and/or the Police as is their mandatory duty.

Forced marriage

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

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Staff across the Trust understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the DSL.

4.18 The Prevent Duty

Under section 26 of the Counter Terrorism and Security Act 2015, all academies are aware that they must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff have received information and training to help them to identify children who may be vulnerable to radicalisation and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern, they should apply the usual referral process and Child Protection procedures and pass this information to the DSL.

The DSL will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

Please see appendices for your Local Authority Prevent Team contact details.

All academies will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum in order to help build pupils' resilience and enable them to challenge extremist views. Radicalisation will also be considered within current sex policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

Preventing radicalisation

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

1. Extremism is the vocal or active opposition to our fundamental values including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs
2. This also includes calling for the death of members of the armed forces
3. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

4. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As defined in the Government's Counter Extremism Strategy,

<https://www.gov.uk/government/publications/counter-extremism-strategy>

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

<https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-forengland-and-wales>

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

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

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

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

DSLs and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 of KCSIE 2022, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

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

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

Additional support

The department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

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

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

4.19 Transgender

All academies understand that promoting equality and diversity and tackling discrimination is essential in safeguarding the pupils. The school has separate policies and procedures in place to address issues such as transgender. The Trust has an anti-bullying policy that covers harassment and discrimination.

4.20 Fabricated/induced Illness (FII)

There are three main ways a parent/carer will fabricate or induce illness in a child. These are not mutually exclusive and include:

- **fabrication** of signs and symptoms. This may include fabrication of past medical history
- **fabrication** of signs and symptoms and **falsification** of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
- **induction** of illness by a variety of means.

4.21 Online Safety

Opportunities to teach RSE Safeguarding and Online Safeguarding

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2022. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#). Colleges may cover relevant issues through tutorials. The following resources may help schools and colleges:

- DfE advice for schools: teaching online safety in schools
- UK Council for Internet Safety (UKCIS) guidance: Education for a connected world
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Rise Above

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's

online safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and children understand the possible risks. As such, Local Academy Boards should ensure appropriate filters and appropriate monitoring systems are in place. Each academy ensures that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

1. Content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views
2. Contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults
3. Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
4. Resources that could support schools and colleges include:
5. Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
6. Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography
7. Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety
8. PSHE association provides guidance to schools on developing their PSHE curriculum
9. Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements This document is for information only and does not come into force until 1 September 2022. Schools and colleges must continue to have regard to KCSIE 2022 until then
10. Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources
11. UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Protecting children

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs safeguarding risks. They should ensure that 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. **Paragraph 140 KCSIE 2022**

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like and it is available from the National Education Network.

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Reviewing online safety Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website.

UKCIS has published Online safety in schools and colleges: Questions for the governing board to help responsible bodies assure themselves that their online safety arrangements are effective.

Where children are being asked to learn online at home the Trust has provided advice to support schools and colleges do so safely.

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

4.22 Attendance and Children Missing from Education (CME)

All academies understand that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between the Attendance Team to the DSL by daily attendance alerts onto CPOMS. Likewise school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus will follow the school's 'First Day Calling' procedure in these circumstances in order to try and locate the child and ensure that they are safe.

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

underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Each academy appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. Academies will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

Notification and Referral Route

If a practitioner becomes aware of a child missing from education (CME), in whatever capacity, including any parent/s who intends to Home School their child, they should notify the CME Officer.

Following protocol each academy will contact the Local Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence

All cases of children and young people missing education or at risk of doing so should be reported to the CME Officer to ensure that comprehensive data on the issues is recorded. Even if a worker is ensuring that the child or young person moves swiftly into appropriate provision, they should still make a referral.

4.23 Alternative Provision

When a SPA academy places a pupil with an alternative provision provider, the academy continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Academies should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the academy would otherwise perform in respect of its own staff.

This school is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any Alternative Provision /provider has acceptable safeguarding practices in place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures.

New information has been included which states that pupils in alternative provision often have complex needs. It is important that governing boards of alternative provision settings are aware of the additional risk of harm that their pupils may be vulnerable to.

4.24 Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children

and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The designated teacher

Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher must have appropriate training and the relevant qualifications and experience.

Statutory guidance contains further information on The Role and Responsibilities of the Designated Teacher.

Virtual school heads

Virtual school heads manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, virtual school heads have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales.

Their primary role for this group will be the provision of information and advice to relevant parties.

Statutory guidance on Promoting the Education of Looked After Children contains further information on the roles and responsibilities of virtual school heads.

Care leavers

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person.

This plan describes how the local authority will support the care leaver to participate in education or training. Designated safeguarding leads should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

4.25 Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Local Academy Board members should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

- Communication barriers and difficulties in overcoming these barriers.

4.26 Domestic Abuse

All academies understand that the cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff do identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases where relevant to Early Intervention Panels or external agencies and share information where necessary with the Domestic Abuse Hub within the context of the daily MARAC meetings. Where Domestic Violence Notifications are received from the Domestic Abuse Hub, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

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. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at the school the following day. This ensure that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

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 for a call from the team can be booked.

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

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

4.27 Children with Family Members in Prison

Academies understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

4.28 Private Fostering

Private fostering is very different from the care of children provided by local councils through approved foster carers. The child would not be one that is looked after by the local council under the Children Act 1989. See DfE statutory guidance [Children Act 1989 Private fostering](#) for comprehensive guidance on private fostering.

Children under 16 (or 18 if disabled) are classed as privately fostered when they are cared for on a full-time basis by adults, who are not their parents or a close relative, for a period of 28 days or more.

A close relative is defined as grandparent, brother, sister, step parent or uncle (brother of one's father or mother, an aunt's husband) or aunt (sister of one's father or mother, an uncle's wife).

Usually a birth parent chooses and arranges private foster placements, which could take many forms. These include children coming from abroad to access the education and health systems, children living with a friend's family after separation, divorce or arguments at home, teenagers living with the family of a boyfriend or girlfriend, or people who come to this country to study or work, but antisocial hours make it difficult for them to care for their own children.

It is estimated that about 10,000 children in England are privately fostered

- Professionals must notify the Local Authority if they know that a child is being privately fostered
- It is vital that the Local Authority is aware of such arrangements so that they can safeguard the welfare of potentially vulnerable children
- Ideally, notification should come from the carer or parent, but professionals can also play an important role in identifying these arrangements and in getting key messages across to carers and parents who may be unaware of their responsibilities.

It is good practice to inform the carer and/or parent that you are making a referral, but not doing so should not delay your referral.

4.29 Homelessness

All academies are aware that being homeless or being at risk of becoming homeless presents a real risk to the welfare of a child. Indicators that a family may be at risk of becoming homeless include household debt, rent arrears, Domestic Abuse and Anti-Social Behaviour. The school recognise that referrals to Local Housing Options Service may be necessary. Concerns around homelessness may also require an accompanying referral to Children's Social Care where welfare concerns are identified or a child has been harmed or is at risk of harm. In some cases children over the age of 16 could be living independently of their parents or carers for example through exclusion from the family home. Where this situation is identified Children's Social Care will be the lead agency and the DSL at the academy will ensure that an appropriate referral has been made to the external agencies in the first instance.

The [Homeless Reduction Act 2017](#) places a legal duty on councils to provide advice and support

4.30 Modern Day Slavery

Modern slavery is a crime and a violation of fundamental human rights. It takes various forms, such as slavery, servitude, forced and compulsory labour and human trafficking, all of which have in common the deprivation of a person's liberty by another in order to exploit them for personal or commercial gain. Any concerns raised by staff regarding a young person or their family members will be reported through the usual safeguarding channels.

4.31 Advice on the Use of Premises for non-school activities / Sports Clubs / External providers for clubs/Extra curricular clubs

Any lettings undertaken on any trust premises by external providers for certain events that COULD INCLUDE Sports Clubs/Enrichment activities and any other external provider will be in line with safeguarding expectations as outlined in the Lettings Policy. All adults involved in any lettings procedures, who are not employed by the trust, will be subject to full DBS compliance and will be requested to supply this information. This applies 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.

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4.32 Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, 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.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

Section 5: (Part Four KCSIE page 81 to page 99)

Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

Our academies will follow the procedures for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors as outlined in the guidance above. (KCSIE 2022 Part Four.)

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

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – referred to for the purposes of the guidance as 'low level concerns'.

These procedures should be consistent with local safeguarding procedures and practice guidance.

If you have concerns about a colleague:

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. Staff should follow the procedures detailed in Keeping Children Safe in Education 2022 (Part 4) and the local arrangements for Managing Allegations procedures will be followed. Staff must not question the child or the alleged perpetrator.

Allegations against staff should be reported to the Principal. Allegations against the head teacher should be reported to the Trust's Deputy CEO.

Staff who are the subject of an allegation:

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator.

Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

There is a tracking form that has been devised for schools to record allegations of professional abuse.

For further information on managing allegations against staff contact your Local Authority Designated Officer (LADO)

**PART FOUR:
RESPONSE TO REPORTS**
Summary of responses

REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or online]

Definitions

Sexual Violence
Rape
Assault by penetration
Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Victim reassured

- taken seriously and kept safe
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 43)
- parents of victim informed

Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Record-keeping

Remember, to record all concerns, discussions, decisions and reasons for decisions.

Considerations

- (Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator
- wishes of the victim
 - nature of the alleged incident
 - ages of the children
 - development stage of the child
 - any power imbalance
 - one-off, or part of a pattern of behaviour
 - any ongoing risks
 - other related issues and wider context

MANAGE INTERNALLY

One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

EARLY HELP

Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC) and the Brook Traffic Light Tool)

REFER TO SOCIAL CARE

All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE

All incidents of rape, assault by penetration or sexual assault.

Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT

Case-by-case basis

RISK ASSESSMENT

Immediately

Do not wait for outcome of referral before protecting victim.
Emphasis on victim being able to continue normal routines.
Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school) [Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

(see separate page)

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

(see separate page)

DISCIPLINARY MEASURES TAKEN

(see school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN

(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

CRIMINAL PROCESS ENDS

- ▶ **Conviction or Caution:** follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- ▶ **Not Guilty:** Support victim and alleged perpetrator
- ▶ **No Further Action:** Support victim and alleged perpetrator

Ensure actions do not jeopardise the investigation
School to work closely with police and/or other agencies

Source:

Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2018)

SVSH Flow Chart for Schools 2018 v.1.1

Victim	Alleged Perpetrator	Other children
<ul style="list-style-type: none"> • needs and wishes of victim are paramount • not made to feel they are the problem • consider proportionality of response • aim for victim to carry out normal routine • recognise that they may struggle in class and may need time out (if they wish) • be aware that they may not disclose the whole picture immediately • prepare for support over a long period and consider who is involved (internal and external) • if victim moves school, the Designated Safeguarding Lead (DSL) informs the new school of the need for continued support 	<ul style="list-style-type: none"> • possible tension between discipline and support (these are not mutually exclusive) • consider age/developmental stage/any SEND • proportionate response • consider unmet needs (for example, harmful sexual behaviours (HBV) in younger children may be a sign or abuse or trauma) • if (alleged) perpetrator moves school, the Designated Safeguarding Lead (DSL) informs the new school of the issues and transfers the child protection file 	<ul style="list-style-type: none"> • witnesses may need support (especially in cases of sexual violence) • avoid allowing pupils to 'take sides' • minimise potential for bullying or victimisation in school and on school transport • be aware of any social media use and inappropriate or even illegal posts (especially in cases of criminal investigation where anonymity is legally guaranteed) • develop safeguarding culture • constantly review reporting procedures and responses • consider potential for systematic and environmental weaknesses

Useful Contacts within each local authority

Calderdale

Children's Social Care

Multi-Agency Screening Team	MAST@calderdale.gov.uk	01422 393336
Disabled Children's Team	DisabledChildrensTeam@calderdale.gov.uk	01422 394091
Emergency Duty Team (Outside office hours support)	EDT@calderdale.gov.uk	01422 288000

Schools Service

Schools Safeguarding Adviser Steve Barnes	steve.barnes@calderdale.gov.uk	07540 672735
Senior School Effectiveness Officer Connie Byrne	connie.byrne@calderdale.gov.uk	01422 394102
Senior Education Welfare Officer Duncan Thorpe	duncan.thorpe@calderdale.gov.uk	01422 266125 07833 049343
Virtual School – Head teacher Parveen Akhtar	parveen.akhtar@calderdale.gov.uk	01422 394123

Prevent Team

Prevent team email prevent@calderdale.gov.uk

Managing Allegations

Local Authority Designated Officer (LADO)
Sam Saxby -Brown LADOadmin@calderdale.gov.uk 01422 394055

Whistleblowing – NSPCC helpline

0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk.

Report Sexual Abuse in Education – NSPCC helpline 0800 136 663

Police

West Yorkshire Police www.westyorkshire.police.uk/report-it

Child Emotional Health and Wellbeing Support www.openmindscalderdale.org.uk

Calderdale Housing www.calderdale.gov.uk/v2/residents/housing/homeless-or-risk-page

Kirklees

LADO:

E-mail Kirklees.LADO@kirklees.gov.uk The LADO will contact you within 24 hours.

Phone 01484 221 126.

For LADO advice, information and referrals please complete the [LADO Referral Form](#) and return to LADO.cases@kirklees.gov.uk

Please refer to www.kirkleessafeguardingchildren.co.uk for the procedure.

KSCP Website:

www.kirkleessafeguardingchildren.co.uk/

Children's Social Care Duty & Advice:

For professionals (24 hours): **01484 414 960**

For members of the public (9am-5pm office hours): **01484 456 848**

Outside office hours: **01484 414 933**

If you are a child: **01484 456 848** or Child Line on **0800 11 11 11**

If you have **immediate** concern for a child's safety call the police on **999**

Children's Services – Early Support Team: **01484 456 848**

Schools Safeguarding officer:

Contacts: Michelle Hodges and Maxine Wood

schoolsafeguardingofficer@kirklees.gov.uk

Telephone number: 01484 221919

Domestic Abuse

Professionals and individuals can access support for domestic abuse cases via the Pennine Domestic Abuse Partnership

Website: <https://pdap.co.uk/>

24 hour freephone Helpline – 0800 0527222. <https://pdap.co.uk/>

PDAP Refuge/Safe Accommodation – 01484 308300 / 0800 0527222 / accommodation@pdap.co.uk

PADAP Outreach Services – 01484 308306 / 01484 308306 / outreach@pdap.co.uk

All other enquiries contact – 01484 308302 / admin@pdap.co.uk

If you need any further information about the DRAMM-MARAC process, or to discuss a case, please contact the MARAC Coordinator, Debbie Humpleby on 01924 431492 or email to MARAC@kirklees.gov.uk

High risk cases should be referred using the [DRAMM MARAC referral form](#). This form, and DASH, should be sent by secure email to –

MARAC@kirklees.gov.uk

Virtual School:

Janet Tolley is the \a of the Virtual School for Children and Young People in Care in Kirklees.

Janet and her team can be contacted on 01484 225180 or at: kirklees.virtualschool@kirklees.gov.uk

Prevent:

Kirklees Prevent Hub 01924 483747/ Daniel Dearnley - Channel Coordinator 01484 221000

Email: prevent@kirklees.gov.uk / Twitter: @Kirkleesprevent

Oldham

Multi-Agency Screening Team Child.mash@oldham.gov.uk 0161 770 7777

Disabled Children's Team
Kathryn.lyons@oldham.gov.uk
0161 770 3110
Kathryn Lyons

Emergency Duty Team **0161 770 6936**
(Outside office hours support)

Schools Service

Schools Safeguarding Adviser
David Devane David.devane@oldham.gov.uk 0161 770 8868
07753715566

Inclusion Manager
anne.clarke@oldham.gov.uk 0161
770 6630
07811720835
Anne Clarke

Virtual School – Head teacher
Jennie Davies jennie.davies@oldham.gov.uk 0161 770 5098

Prevent Team

Prevent Co-ordinator
0161 770 4196
DS D Bull 0161 856 8912
Counter terrorism helpline 0800
789321

LADO - Colette Morris.
Office: 0161 770 8870
Mobile: 07583 101 863
Email: colette.morris@oldham.gov.uk
LADO Support Officer: Catherine Leach,
catherine.leach@oldham.gov.uk, 0161
770 8081

Lisa Hampshire - Interim Head of
Fieldwork Services
Tel – 07889 748372, 0161 770 1600

Website Link for Disclosure and Barring Service below:

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

National Contacts and Advice

Expert organisations

[Barnardo's](#)

[Lucy Faithfull Foundation](#)

[NSPCC](#)

[Rape Crisis](#)

[University of Bedfordshire: Contextual Safeguarding](#)

[UK Safer Internet Centre](#)

Support for victims

[Anti-Bullying Alliance](#)

[MoJ Victim Support](#)

[Rape Crisis](#)

[The Survivor's Trust](#)

[Victim Support](#)

Toolkits

[Brook](#)

[NSPCC](#)

[Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

Further information on confidentiality and information sharing

[Gillick Competency Fraser Guidelines](#)

[Government Information Sharing Advice](#)

[Information Commissioner's Office: Education](#)

[NSPCC: Things to Know and Consider](#)

Further information on sexting

[UK Council for Child Internet Safety: Sexting Advice](#)

[London Grid for Learning – Collection of Advice](#)

Support for parents

[Parentzone](#)

[Parentsafe – London Grid for Learning](#)

[CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)

[CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)