




**MOUNT HOUSE
SCHOOL**

INSPIRING EVERY INDIVIDUAL

SCHOOL POLICIES

SAFEGUARDING

Review	Date	By
Current Review	September 2023	
Next Review	September 2024	

Contents

Important contacts.....	4
Related school policies.....	5
Legal Framework.....	5-6
Background.....	6
Designated Safeguarding Lead (DSL) responsibilities.....	7
Deputy Designated Safeguarding Lead (DDSL) responsibilities.....	7
Board of Directors responsibilities.....	7-9
Responsibilities of other staff and volunteers.....	9-10
Safer Recruitment.....	10-11
Staff Safeguarding Training.....	11
Curriculum, Pastoral and Extra-Curricular Influences on Student Safeguarding and Welfare.....	11-12
Early Intervention.....	12-13
Working with External Agencies.....	13
Information Sharing and Data Protection Considerations.....	13-14
Children at Risk of Abuse and Neglect.....	14
Main groups of children in need of specific or additional external support, or about whom there are concerns.....	15-20
Procedures in school to minimise the risk of Child-on-Child Abuse.....	20-21
Procedures in school in response to sexting and sharing of indecent images.....	21-22
Procedures if a member of staff or any other adult is concerned about a student.....	22-23
Reporting concerns about a student.....	23-24
Procedures for allegations against a member of staff.....	24-27
Support for staff who are subject to allegations.....	27

Record keeping by the School.....	28
Prevent.....	28-29
Channel Programme.....	29
Working in partnership with parents and guardians of international students.....	29-29
Appendix A – Detailed responsibilities of the DSL and DDSL.....	30-33
Appendix B – Actions where there are concerns about a child.....	34-35
Appendix C – Forms and signs of abuse and potential safeguarding issues.....	36-49
Additional advice and support.....	50-55

Designated Safeguarding Team

DSL – Mr Gerrard Crosby, Deputy Head Pastoral
Deputy DSL - Mrs N Hillcoat-Hyde
Deputy DSL - Ms Patrice Smyth (from April 2024)
Designated Safeguarding Governor – Mr Nigel Helliwell

0208 449 6889 (reception)

crosbyg@mounthouse.org.uk
hillcoat-hyden@mounthouse.org.uk
smythp@mounthouse.org.uk
helliwelln@mounthouse.org.uk

Borough of Barnet, Local Authority

Local Authority Designated Officer (LADO):
Rob Wratten

0208-359-5117 (direct); 0208-359-4066
(office hours); 0208-359-2000 (out of hours).

Multi-Agency Safeguarding Hub (MASH)
London Borough of Barnet, North London
Business Park, Oakleigh Road South, N11 1NP
Barnet Safeguarding Children Partnership
Enfield Safeguarding Children Partnership

0208-359-4066 (office hours); 0208-359-2000
(out of hours Duty Team)

bscp@barnet.gov.uk
safeguardingenfield@enfield.gov.uk
0208-379-2767

Prevention of Extremism

Govt helplines for Prevent

counter.extremism@education.gov.uk
020 7340 7264

Reporting for FGM (Female Genital Mutilation)

Advice and Guidance

101 (non-emergency), 999 (emergency)
0800-028-3550; help@NSPCC.org.uk

Forced Marriage Unit:

020 7008 0151;
fmu@fcdo.gov.uk

Childline

0800-1111
www.childline.org.uk/get-support/

Online Sexual Abuse (CEOP)

www.thinkuknow.com

NSPCC Child Protection Helpline

0808-800-5000
<https://www.nspcc.org.uk/preventing-abuse/reporting-abuse>

NSPCC/Home Office Child Abuse Whistleblowing Helpline

www.nspcc.org.uk/keeping-children-safe/our-services/nspcc-helpline/
0800-028-0285 (8am – 8pm)
help@NSPCC.org.uk

NSPCC/Home Office Report Abuse in Schools Helpline – helpline for potential victims of sexual harassment and abuse in education settings

0800 136 663, on Monday to Friday 8am - 10pm, or 9am – 6pm at weekends.
help@NSPCC.org.uk

Ofsted – impartial advice and guidance re ‘whistleblowing’

enquiries@ofsted.gov.uk
0300-123-1231

Independent Schools Inspectorate

CAP House, 9 – 12 Long Lane, London, EC1A 9HA

0207-600-0100
info@isi.net

Disclosure and Barring Service

DBS Referrals, PO Box 181, Darlington, DL1 9FA

0300-020-0190
customerservices@db.gov.uk

Although referrals in cases of abuse and/or need to Children’s Services are usually made through the DSL, anyone may make a referral using the contact details above.

Any member of staff or volunteer who has concerns about poor or unsafe practice either in general or in any specific case should follow the guidance given in the school’s Whistleblowing Policy.

Related school policies

- Anti-Bullying Policy
- Behaviour Policy
- School IT Acceptable Use Policy
- Rewards and Sanctions Policy
- Drugs and Substance Misuse Policy
- Educational Visits Policy
- Equal Opportunities Policy
- First Aid Provision Policy
- Health & Safety Policy
- Safer Recruitment Policy
- Relationships and Sex Education Policy
- SENDA Policy
- Staff Handbook (guidance on staff conduct)
- PSHEE Policy
- Staff Electronic Devices Policy
- Whistleblowing Policy

All school policies are updated on a regular basis. The Board of Directors undertakes an annual review of the Safeguarding Policy and scrutinises all relevant safeguarding records from the preceding 12 months.

Legal Framework

This policy has been authorised by the Board of Directors, and is addressed to all members of staff, students on placement, contractors, agency staff, volunteers and Directors, wherever they are coming into regular contact with children, even where this is away from the school. It is publicly available on the School's website. The policy has been developed in accordance with the principles established by the Children Act 1989 and Education Act 2002 and in line with the following publications:

- The Local Safeguarding Children Multi-agency Partnership – Barnet Safeguarding Children Multi-agency Partnership (BSCP), and agreed local interagency procedures as set down by them
- "Working Together to Safeguard Children" 2018, updated 2022, and any subsequent amendments
- "Keeping Children Safe in Education" (DfE) Sept 2023 (KCSIE)
- "Disqualification under the Childcare Act" 2015
- "What to do if you're worried a child is being abused" 2015
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE) Sept 2021 – this content has now been incorporated into KCSIE above, so what was previously non-statutory content in SVSH, becomes statutory under KCSIE 2022.
- [Relationships Education, Relationships and Sex Education \(RSE\)](#) and Health Education, Statutory guidance from DfE Sept 2021
- Mental Health and Behaviour in Schools: DfE Nov 2018
- Use of Reasonable Force in Schools Guidance: DfE July 2013
- "Information sharing: advice for safeguarding practitioners" 2023
- "Teacher misconduct: the prohibition of teachers" 2014
- Prevent Duty Guidance: for England and Wales (April 2021)
- "The use of social media for on-line radicalisation" July 2015
- Every Child Matters, 2003

- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Multi-agency Statutory Guidance on Female Genital Mutilation, 2020
- “Criminal exploitation of children and vulnerable adults: county lines” DfE 2018
- Searching, Screening and Confiscation advice for schools DfE, July 2022

Safeguarding and promoting the welfare of children is defined in the DfE’s Keeping Children Safe in Education (2023) as ‘protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes’. Every student should feel safe and protected from any form of abuse which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment. It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children’s welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.

Background

At Mount House School we provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. With that in mind the aims of this policy are:

- a. To support the child’s development in ways that will foster security, confidence and independence.
- b. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- c. To raise awareness in all staff, both teaching and non-teaching, of individual responsibilities in identifying and reporting cases and possible cases of abuse to the Designated Members of Staff, the Head or the Chairman of The Board of Directors, as appropriate.
- d. To maintain a system of effective communications and a systematic means of monitoring, reporting and recording of concerns.
- e. To promote a structured procedure within the school for members of the community to follow in cases of suspected abuse.
- f. To maintain a system of monitoring of those thought to be at risk of harm, and to ensure that we, the School, contribute to assessments of need and support packages for those children.
- g. To promote links with other agencies such as Social Care and the Police with a view to developing a productive and effective partnership.
- h. To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.
- i. To ensure that all staff in regular contact with students have been checked as to their suitability.
- j. To ensure that any member of another organisation, if responsible for the school’s students at any time, has had the appropriate checks.
- k. To develop further a network of support for staff and students.
- l. To provide guidance on recognising and reporting suspected child abuse, including recognising suspected child on child abuse.
- m. To ensure that the school recognises and meets its duties both to ‘children in need’ and to ‘children at risk of harm’.

The School does not use corporal punishment. Any form of physical punishment of students is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. There may be

occasions where it is necessary for staff to restrain a student physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the student. If a member of staff takes action physically to restrain a student a written report is made, as soon as practical and sent to the Head of School.

Designated Safeguarding Lead (DSL) responsibilities

The DSL is a member of the school's senior leadership team, with the status and authority to carry out the duties of the posts of DSL and Prevent Officer. The DSL takes lead responsibility for safeguarding and child protection, including online safety (which includes understanding the filtering and monitoring systems and processes in place in the school), in the school. The DSL and Deputy DSLs have all undertaken the initial designated member of staff training and subsequent refresher courses when required (on a two-yearly cycle) delivered through the Safeguarding Unit (www.farrer.co.uk/legal-services/safeguarding-and-child-protection/), including child protection and inter-agency working.

Normally, safeguarding concerns will be referred to and managed by the DSL, liaising with the nominated safeguarding Director, the Head, the Deputy DSLs and other members of the senior leadership team, as appropriate. However, at Mount House safeguarding is everyone's responsibility and anyone may refer a child to the relevant agency if necessary.

A detailed list of responsibilities for the DSL is given in Appendix A, in line with KCSIE 2023 Annex C.

In brief, these responsibilities cover the following safeguarding areas:

- Managing referrals – for example, to the local safeguarding partners, other relevant agencies, the Channel programme, the Disclosure and Barring Service, the police (as appropriate);
- Working with others - including liaising with the Deputy DSLs, the Head, the Board of Governors, other school staff, and the LADO and the local safeguarding partners;
- Training – their own, and of others – including with regard to the risks associated with online safety for all students, and the increased risks which children with SEND may face online;
- Raising awareness – ensuring the school's safeguarding policies are known, understood and used appropriately;
- Information sharing - Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school senior leadership team.
- The administration of child protection files – information sharing, including transferring files where children leave the school, and when it may be appropriate to share information in advance of a child leaving school;
- Providing support to the staff in school - supporting and advising staff and help them feel confident on welfare, safeguarding and child protection matters.
- Understanding the views of children – the DSL should encourage a culture of listening to children and taking account of their wishes and feelings, understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Availability – either the DSL or DDSL always being available to hear concerns.
- Managing searching and confiscation (Refer to Searching, Screening and Confiscation Advice for schools, July 2022 (DfE))

The work of the designated safeguarding lead will be reviewed annually by the Safeguarding Director.

Deputy Designated Safeguarding Lead responsibilities

The Deputy DSLs are trained to the same standards as the DSL, to carry out the duties of the posts of Deputy DSL and Deputy Prevent Officer. The Deputy DSLs act as DSL in their absence, and otherwise will carry out safeguarding tasks and duties as specified by the DSL, in line with the details above and Appendix A.

The Board of Directors responsibilities

The Board as a whole has overall responsibility for ensuring that safeguarding policies and procedures meet legal and regulatory requirements and that students are suitably safeguarded at all times. The Directors monitor the discharge of all statutory responsibilities regularly and robustly. They will ensure they facilitate a whole school approach to safeguarding, which means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Whilst the Directors delegate a member of the Board to be the Designated Safeguarding Lead it must be remembered that safeguarding duties remain the responsibility of the Board as a whole.

The Directors are aware of their obligations (particularly as regards to diversity inclusion, prejudicial and discriminatory bullying and sexual violence & harassment) under the Human Rights Act 1998 and the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

Together with the DSL The Board of Directors will ensure that:

- The Directors will read and achieve a secure understanding of KCSIE 2023 in its entirety, and have specific responsibilities for: ensuring that all staff and those working in the school (teaching, support, contractors, agency staff and volunteers) are informed of and have achieved a secure understanding of the content of this policy, and the school is meeting all requirements contained therein.
- Appropriate and effective child protection/safeguarding policies (in line with locally agreed inter-agency procedures), systems and procedures are in place and such arrangements are implemented fully in practice in order that all statutory governing body responsibilities are met.
- The school follows safe recruitment procedures (see Safe Recruitment Policy) and the single central register of staff is in order, ensuring its provision meets statutory requirements and advice.
- The school has clear job descriptions for the DSL and Deputy DSL roles.
- School safeguarding and child protection policies are up to date and risks assessed at regular intervals. Areas requiring action are dealt with immediately and any deficiencies or weaknesses are remedied without delay.
- The DSL is of suitable 'status and authority' to take responsibility and carry out the role, and has received Prevent Duty training.
- Staff /volunteers attend relevant child protection training that is in line with local authority procedures, including training in line with Prevent Duty procedures.
- The Board of Directors will hold online safety as a central theme in their whole setting approach to safeguarding.
- The Directors will ensure that safeguarding training for staff includes online safety training, and is integrated, aligned and considered as part of the whole school safeguarding approach.
- Moreover, they will ensure that the **students** are taught about safeguarding, including online safety.
- Where there is a safeguarding concern, the Directors and school leaders will make certain that systems are in place to ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. These systems will be well promoted in school, easily understood and easily accessible for students to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

- Staff in regular contact with students know and understand how children can be radicalised, are aware of how to recognise changes in students' behaviour that could indicate such and know what to do if this happens.
- Staff in regular contact with students understand Female Genital Mutilation and know what to do if they suspect this may have taken place.
- Allegations are managed swiftly, correctly and safely.
- Any information required by the local authority regarding safeguarding is passed to them swiftly.
- A member of the Board of Directors (the safeguarding director) is nominated to be responsible in the event of an allegation of abuse being made against the Head.
- Safeguarding matters are placed on Directors' agendas to ensure they are constantly informed of changes and concerns by the Head, the DSL and the nominated Director.
- The Safeguarding Director meets regularly with the DSL and conducts an annual review of staff knowledge and the efficiency and implementation of safeguarding procedures. This review involves the scrutiny of the training records of staff, the maintenance of the child protection files and safeguarding issues dealt with over the year, how they have been handled and the contribution the school has made to multi-agency working. Board of Directors meeting minutes record the form and findings of the review fully. This will usually take place during the Summer Term as part of the annual review.
- Ensure that staff follow requirements of the Code of Conduct and Staff Behaviour Policy – in the staff handbook. The Directors will regularly check the school's arrangements for handling allegations of abuse against members of staff, volunteers, supply staff, contractors and the Head.
- Be familiar with Local authority and policy relating to Safeguarding and Child Protection and associated issues.
- Attend training for nominated Safeguarding and Child Protection Directors.
- Attend training for general safeguarding issues including online safety (that are in line with local authority requirements), and which will be regularly updated (at least annually).
- Ensure a correct record of all safeguarding training, including that of Directors' training is maintained by the DSL.
- Be familiar with the most recent DfE regulations regarding safeguarding, including safe recruitment of staff and the requirements re the central register of staff.
- Be aware that the school must report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and who meets the DBS referral criteria. Ensure this is done promptly.
- Be aware of occasions when a referral to the Teacher Regulation Agency (TRA) is required when a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".
- Know that where a referral has been made to the DBS, it is unnecessary to contact TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an TRA referral
- Be aware of the requirements of the Prevent Duty guidance and ensure it is implemented effectively throughout the school.
- The Directors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. These are set out in KCSIE.

Responsibilities of other staff members and volunteers :

All staff have a responsibility to:

- Consider at all times, what is in the best interests of the student – safeguarding is everyone's

responsibility, and school 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.

- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Maintain an up to date knowledge of key documents including Part One, Keeping Children Safe in Education, DFE, September 2023.
- Provide a safe environment in which students can learn.
- Be aware of the school's systems which support safeguarding, implementing any policies, procedures, information and training provided upon induction, both within and outside of normal school hours, including activities away from school.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Appropriate formal safeguarding training, including online safety training, will be provided for all members of staff and volunteers in regulated activity during their induction, and after that at least every two years. Updates will be provided throughout the academic year as appropriate and not less than annually.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to Children's Social Care Services (CSCS), as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL/DDSL if they are unsure about how to handle safeguarding matters.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that students may be at risk of harm.
- Be aware that safeguarding issues may manifest themselves via pupil on pupil abuse. This may well include, but is not limited to: abuse in intimate personal relationships between children (aka teenage relationship abuse), physical abuse, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, sexting (sharing nude and semi-nude images and or videos- also known as youth produced sexual imagery), initiation/hazing-type violence and rituals and upskirting.
- Any member of staff or volunteer should immediately report instances of actual or suspected child abuse or neglect to the DSL even where they make a referral themselves – unless the DSL is implicated in any disclosure or allegation, in which case they should follow the guidance given in Section X.
- Allegations against any member of staff (including the DSL or DDSL, supply staff or volunteer) should be reported immediately to the Head or in his/her absence (or in cases where the Head is the subject of the allegation or concern) to the Safeguarding Director, without informing the person concerned or any other. Where appropriate, the Head will consult with the DSL. In all cases the matter must not be discussed with the person concerned or with others in or beyond the school. Specific allegations should be dealt with in accordance with Section X.
- The School recognises the importance of creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role. It is important that the School's leaders

create the right culture and environment so that staff feel comfortable to discuss concerns regarding matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice, and potential failures in the school's safeguarding regime. They should also have confidence that all such concerns will be taken seriously by the Board of Directors and senior leadership of the school. The school's Whistleblowing Policy provides guidance as to how such concerns may be raised.

Safer Recruitment

The School operates safer recruitment procedures as outlined in the guidance Safeguarding Children, and KCSIE Sept 2023 Part 3.

The school will not accept curriculum vitae on their own as an application for any position in the school. All applicants must complete the school's application form.

The school conducts pre-employment checks on all staff, supply staff, Directors, volunteers, contractors and others coming into regular contact with students, either in the school or away from the school premises, to ensure their suitability for working with children. This includes checks on identity, qualifications, Disclosure and Barring Service (DBS) history, the right to work in the UK, references, employment history, medical fitness and overseas checks for those appointed. No staff member will be allowed unsupervised access to students until a full enhanced DBS has been seen.

At least one member of each interview panel has been trained in safer recruitment procedures, although this person will not necessarily be present in each of the interviews conducted during the day.

A Single Central Register (SCR) of appointments and all the required pre-employment checks is rigorously maintained by the school, and regularly checked by the Safeguarding Director. Through risk assessments and identity checks, the school also ensures that appropriate checks have been made upon any visiting speakers etc, and the staff of other organisations working with our students on external trips and visits.

For further details on all employment safeguards, please see the School's Safer Recruitment Policy on the website.

Staff Safeguarding Training

Appropriate formal safeguarding training, including online safety training, will be provided for all members of staff and volunteers in regulated activity (those in regular contact with students) and the Board of Directors, during their induction, and after that annually, in line with LSCP advice. Updates will be provided throughout the academic year via emails and staff meeting as appropriate and not less than annually. All staff will be provided with updates when these occur through emails and staff meetings, etc.

All staff will be trained to at least Level 1 Safeguarding and Child Protection training.

The DSL and Deputy DSLs complete updated Safeguarding and Child Protection training to a higher level, every two years.

Induction training will include:

- The school's Safeguarding Policy and Procedures, including how to make referrals of safeguarding concerns relating to students, and on how to manage a report on child-on-child sexual violence or sexual harassment.
- The risks of radicalisation and actions to be taken;
- The Staff Code of Conduct, and the Behaviour Policy (students);
- The Whistle-blowing Policy and Procedures;
- The identity and contact details of the DSL and DDSL team;

- All Staff - Reading Part 1 (Safeguarding Information) of KCSiE (or for those who do not work directly with children, a shortened version – Annex A); The Head, SLT staff members and those who work directly with children will also be required to read Part Five (child-on-child sexual violence and sexual harassment), and Annex B (further information – additional information about specific forms of abuse and safeguarding issues) of KCSiE;
- The Directors, Head and SLT are required to read KCSiE in its entirety.
- The Anti-bullying, and The Acceptable Use and Online Safety Policies
- The safeguarding response to children who are absent from education, particularly on repeat occasions and/or for prolonged periods, and what to do in the event a child goes missing during school/school activities - The Missing Children Policy;
- How to recognise inappropriate methods of communication and behaviour e.g. banter, child on child abuse.

All staff must also complete:

- The Level 1 Safeguarding/Child Protection course
- The online 'Prevent' Course

Curriculum, Pastoral and Extra-Curricular Influences on Student Safeguarding and Welfare

Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares students and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school has a clear set of values and standards which are upheld and demonstrated throughout all aspects of school life.

Mount House acknowledges the important role that the curriculum, pastoral systems and some extra-curricular activities play in the maintenance of the welfare and safeguarding of students, as well as in the prevention of abuse and the preparation of the students for the responsibilities of adult life and citizenship. A planned programme of evidence-based Relationships and Sex Education delivered in regularly timetabled lessons and reinforced throughout the whole curriculum plays a vital role in this.

All teaching staff play a vital role in this process, helping to ensure that students relate well to one another and feel safe and comfortable within the school, and to know how to ask for help if their safety is threatened. We expect all the teaching and pastoral staff to lead by example, and to play a full part in promoting awareness that is age-appropriate, and stage of development-appropriate, amongst all our students on issues relating to health, safety and well-being. Particular attention is paid to the needs of children identified as being more vulnerable including those with SEND.

The school uses the following as part of their approach in ensuring that students develop a clear understanding of safeguarding issues including those regarding online safety, the dangers of radicalisation (and how they can build resilience against it), and the safeguarding dangers associated with alcohol, bullying, drug-taking, sexual assaults and sexting:

- PSHEE
- Assemblies
- SMSC
- IT

All staff, including all non-teaching staff, have an important role in insisting that students adhere to the expectations of behaviour set out in the school's Behaviour Policy, and in enforcing the Anti-Bullying and E-Safety policies.

As part of developing a healthy, safer lifestyle, students will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly.

- To judge what kinds of physical contact are acceptable and unacceptable.
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help.
- To use assertiveness techniques to resist unhelpful pressure.
- Emotional literacy.
- Online Safety.

All computer equipment and internet access within the School will be subject to appropriate “parental controls” and Internet safety rules in line with our Internet Usage policy.

Early Intervention

All staff at Mount House are particularly important as they are in a position to identify concerns early, provide support for children as soon as a problem emerges at any point in their life, and prevent concerns from escalating.

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

- is disabled or has certain physical health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or sexual or criminal exploitation;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol abuse, adult mental health problems or domestic abuse;
- is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child; and
- is persistently absent from education.

In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment.

Working with External Agencies

The school recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018) and KCSIE 2023. Locally, the three safeguarding partners (the local authority, a medical commissioning group, and the chief officer of police in the area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The school, especially the senior leadership team and the DSL/DDSLs will make themselves aware of and follow the local arrangements, and will work to establish strong and co-operative relationships with relevant professionals in other agencies, and will contribute to any investigation and assessment processes as required.

The school recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

Information Sharing and Data Protection Considerations

The school recognises that all matters relating to safeguarding and child protection are confidential. All members of staff are aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.

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

DfE Guidance on Information Sharing (July 2023) provides further detail.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

All 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 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 but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing students' 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 harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt the school would seek independent legal advice.

The Data Protection Act 2018 does 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.** Schools and colleges have clear powers to share, hold and use information for these purposes.

Children at Risk of Abuse and Neglect

Please see Appendix C for full details of, and guidance regarding, children suffering specific forms of abuse and safeguarding issues (KCSIE 2023, Annex B) who may need specific additional and external support. Knowing what to look for is vital to the early identification of abuse and neglect, so this detailed information will aid in this process.

All staff should be aware of indicators of abuse and neglect, and specific safeguarding issues such as child criminal exploitation and child sexual exploitation, 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 designated safeguarding lead (or deputy).

All staff should also 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 are 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.

All 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. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

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.

All staff should also be aware that technology is a significant component in many safeguarding and wellbeing issues.

Abuse/Neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, threatening harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or by others (e.g. via the internet); they may be abused by an adult or adults, or by another child or children.

Concerns about a child's welfare (i.e. a child is in immediate danger or at risk of harm or of further harm) will be referred to the local authority children's social care team and/or the police immediately. No child should ever be sent back into a place of potential danger or risk without receiving specific guidance from the local authority's Safeguarding Children Partnership.

For details regarding this referral process please see the section Reporting Concerns About a Student. Any resultant social care assessments consider where children are being harmed in contexts outside the home, so the school provides as much information as possible as part of this process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: [Contextual Safeguarding](#)

Types of abuse include: Neglect, Emotional, Physical, and Sexual. The sexual abuse of children by other children / child on child (e.g. sexual violence, sexual harassment, sexting, initiation/hazing and other rituals) is a specific safeguarding issue in education. Details of these and other types of abuse (including radicalisation, child sexual exploitation, child criminal exploitation, so-called 'honour-based' abuse including forced marriage, and female genital mutilation (FGM)) and guidance on identifying them) are set down in Appendix C, noting that instances of actual or suspected FGM must be reported to the police.

It should be noted that the bullying of a child whether by an adult or adults, or by another child or other children, **directly or through electronic means**, is also potentially abuse. The school's Anti-bullying and E-Safety Policies set out the school's strategies for dealing with all forms of bullying including cyber-bullying.

Some of the main groups of children in need of specific or additional external support, or about whom there are concerns -

Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and the consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) put children in danger.

Support and interventions are required not just for children at risk of abuse, but also for those in need of additional support from external agencies, including inter-agency working to provide early help for children in need.

Children needing early help – see previous section on Early Intervention. Any child may benefit from early help, and all staff at Mount House are particularly important as they are in a position to identify concerns early, provide support for children as soon as a problem emerges at any point in their life, and prevent

concerns from escalating.

Children with Special Educational Needs and Disabilities - Particular attention will be given to the needs of children identified as being more vulnerable including those with SEND, as these children can face additional safeguarding challenges. Additional barriers can exist when recognizing abuse and neglect in this group of students, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- these students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- the associated communication barriers and difficulties in overcoming all the above.
- Cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating the content/behaviour in school, or the consequences of doing so.

To address these additional challenges, the school provides appropriate additional support to meet the needs of SEND students where necessary. Any reports of abuse involving children with SEND therefore requires close liaison between DSL/DDSL and the SENDCo.

The SEND Code of Practice is a useful source of information, and support is available from specialist organisations including The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS).

Children affected by domestic abuse – Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Children at Risk From Serious Violence - All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include:

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice is provided in the Home Office's 'Preventing youth violence and gang involvement and its' Criminal exploitation of children and vulnerable adults : county line's guidance.

Children requiring Mental Health Support - 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. The school has an important role to play in supporting the mental health and wellbeing of their students as childhood experiences can have a lasting impact into adolescence and adulthood. Therefore 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 will be taken, following the procedures in this policy and speaking to the DSL or a deputy.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, however school staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

The school accesses a range of advice to help it identify children in need of extra mental health support, including working with external agencies. More information can be found in the [mental health and behaviour in schools guidance](#), and Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Rise Above](#) for links to all materials and lesson plans.

Children in Need of a Social Worker (Child in Need and Child Protection Plans) – children may need a social worker due to safeguarding and welfare needs, abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact that a pupil at the school has a social worker, and this information will inform decisions the school takes about safeguarding (for example, responding to unauthorized 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 (June 2019) contain further information. The conclusion 'Help, protection, education' sets out action the Government is taking to support this.

Children who are lesbian, gay, bi, or trans (LGBT) – these children 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. Staff work to reduce additional barriers these children may face, and provide a safe space where they can speak out or share their concerns with a member 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.

Children Missing Or Persistently Absent from Education – being persistently absent (including persistent absences for part of the school day), as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation. Where a pupil's absence has not been requested in advance by parents, School staff will chase the reason for the absence on the relevant morning. The absence report is forwarded to the Head of Year, who can check for any patterns of absence and follow up with the students and parents if necessary. Where a child misses school for 5 consecutive days without reason or satisfactory explanation, the DSL may make a referral to social services, being alert to the possible reasons for this absence – including the risk of abuse and neglect, child sexual abuse or exploitation, travelling to conflict zones, FGM and forced marriage and will refer all such concerns to the relevant local agencies. This may help prevent them going missing in future. For further information, please see the school's Children Missing from Education Policy.

The school will hold more than one emergency contact number for every pupil, giving additional contact options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

DfE 2022 guidance on school attendance, [Working together to improve school attendance \(publishing.service.gov.uk\)](#) includes information on how schools should work with local authority children's services where school absence indicates safeguarding concerns within the family or in the community.

Child Criminal Exploitation – some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. CCE does not always involve physical contact; it can also occur through the use of technology. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from. See Appendix C for further details.

Child Sexual Exploitation – CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including

assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. See Appendix C for further details.

Children Subjected to Child on Child Abuse – Child on child abuse is the abuse by one or more students upon another pupil, including sexual violence and sexual harassment. It can take various different forms, such as (but not limited to):

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

Child on child abuse can happen both inside and outside of school, and online. All school staff recognise that even if there are no specific reports of this type of abuse in school, it does not mean it is not happening, as it may be the case that it is just not being reported. So, it is **very** important that if staff have **any** concerns regarding child on child abuse they speak to the DSL (or deputy) immediately, and complete a safeguarding referral form on MyConcern, including as much relevant information as possible. This will then be followed up by the Safeguarding team.

All staff must be clear as to the school's procedures with regards child on child abuse, and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. Staff should refer to the section of this policy re how to deal with a disclosure from a pupil, and see Appendix C for further details.

In circumstances where there is an allegation of abuse by one or more students against another pupil, all children involved, whether alleged perpetrator(s) or victim, will be treated as being 'at risk' and the protocols set down above will be followed. Where there is reasonable cause to suspect that a child is suffering or likely to suffer, significant harm the allegation or disclosure must be reported to the DSL immediately. The DSL will then report this to the LCSB and will seek their advice on whether a formal referral should be made along with referring the pupil(s) to an external agency. Additionally, if appropriate and so guided by the local Safeguarding Children Partnership, the DSL will also refer pupil-on-pupil abuse to an external safeguarding agency.

Reference should be made to the school's Anti-bullying Policy, noting that instances of bullying are potentially a child protection concern given, for example, the fact that emotional and physical abuse may arise from bullying.

All staff will challenge inappropriate behaviours between children that are actually sexually abusive in nature (see list above). Staff should always be clear that *abuse is abuse*, and should never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up” or “boys just being boys”. Downplaying such behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children, and a culture that might normalise abuse leading to it being accepted as normal and left unreported. The school recognises the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrator(s)). All child on child abuse is unacceptable and will be taken seriously.

The school will provide appropriate support to all children involved, whether alleged perpetrator(s) or victim, and this support will continue if required even after the immediate cause for concern has been dealt with. Particular attention will be paid to the needs of children identified as being more vulnerable including those with SEND.

The DfE advice to support schools and colleges regarding child on child sexual abuse, ‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges’, remains an integral part of KCSIE 2023. It includes: what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.

In the event of any report of child on child sexual abuse, the school will follow the guidelines and procedure detailed in KCSIE 2023, Part 5: Child on child sexual violence and sexual harassment, paragraphs 438-547. All staff have been trained to manage this process.

The school looks to minimise the risk of child on child abuse through: annual safeguarding training and updates at INSET; pupil assemblies that focus on the school’s core value of respect; and through the RSE programme that focuses on promoting positive and respectful relationships.

Children suffering Online Abuse, and the importance of Online Safety

It is essential that students are safeguarded from potentially harmful and inappropriate online material. Mount House’s whole school approach to online safety empowers us to protect and educate students and staff in their use of technology, with mechanisms in place to identify, intervene in, and escalate any concerns where appropriate.

We recognise that the use of technology presents particular challenges and risks to children and adults both inside and outside of school, including when they are remote learning online at home. Where children are being asked to learn online at home the DfE has provided advice to support schools to do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues, for example: online bullying, sexting, radicalization and child sexual exploitation (CSE)(the Internet predator). Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the school.

The school identifies that the issues classified within online safety are considerable, but can be broadly categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

- **commerce:** being exposed to risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

The DSL and leadership team have read the content regarding online safety within 'Keeping Children Safe in Education' 2023, and the school follows DfE guidance 'Teaching Online Safety in Schools' outlining how schools can ensure their students understand how to stay safe and behave online as part of existing curriculum requirements.

Online safety or e-safety in the school involves:

- Educating and empowering our students and students to enjoy the safe use of digital technologies.
- Raising the awareness of risks and issues amongst our staff and community so that they can talk to our students and students about these. This will include providing our staff with regular training and online safety related updates.
- Monitoring usage in school and utilising effective filtering.

The school recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2023 has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the schools Online Safety Policy and Acceptable Use (IT) Policy which can be found on the school website.

Filtering and Monitoring - Filtering and monitoring are both important parts of safeguarding students and staff from potentially harmful and inappropriate online material, but must do so without unreasonably impacting teaching and learning, in line with the DfE [filtering and monitoring standards](#) which were updated in March 2023 ([Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)). The effectiveness of these procedures is reviewed periodically to keep up to date with evolving cyber-crime technologies.

The school works in partnership with parents, DfES, and the school's ISP to ensure that appropriate filtering and monitoring systems are in place when students and staff access school systems and internet provision, so that exposure to any risks can be reasonably limited. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might be: [UK Safer Internet Centre: appropriate filtering and monitoring](#).

The school acknowledges that whilst filtering and monitoring is an important part of school's online safety responsibilities, it is only one part of our approach to online safety. Students and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

The school is directly responsible for ensuring it has the appropriate (by age and curriculum requirement) level of information security protection procedures in place to safeguard our systems, staff and students. The effectiveness of these procedures is reviewed periodically by SL to keep up to date with evolving cyber-crime technologies. We review our approach to online safety and information security annually, or more often if circumstances dictate.

If staff or students discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the IT Network Manager. Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable. Any material that the school believes is illegal must be referred to the Internet Watch Foundation.

Detailed information about the school's response to online safety, both in school and remotely, can be found in the school's E-Safety Policy, Remote Teaching and Learning Policy, and Acceptable Use (IT) Policies (one each for students and for staff) which can be found on the school website.

Procedures in school to minimise the risk of Child- on-Child Abuse

Prevention: In the broadest sense, it is hoped that the School's pastoral, academic and co- curricular aims

create and sustain an environment that helps to minimise the risk and occurrence of child on child abuse. The School also looks to take a proactive, preventive and educative approach to safeguarding issues with its staff and students.

Opportunities are sought to give teaching and learning opportunities to our students, within the context of PSHE. The possible avenues for such education to take place, including education about abusive behaviour, include the following:

- School year group assemblies
- House assemblies
- Pastoral discussion between students and Tutors
- Engagement between students and the wider pastoral team
- Year group PSHE presentations from external speakers
- Discussion Forums

Such lessons should be given in an emotionally safe environment; ground rules of confidentiality should be given and any vulnerable students identified and managed in line with our Safeguarding Policy.

Lessons should include what abuse is; who to tell; what to say; what to do; what not to do and where to get support from within and outside of the school; issues of consent, sexual violence and harassment.

The School recognises the challenge that young people face in talking about such issues and so learning opportunities should aim to develop confidence in our students so that they feel they can communicate about safeguarding issues, including asking questions and disclosing concerns. In the event that one student makes a disclosure about another student the general principles of listening and reporting to the DSL remain the same.

The School believes that other underpinning preventive learning about issues, such as consent, healthy relationships, online safety, recognising abusive and coercive behaviour, covered in the avenues outlined above, may help to support learning about abuse.

Many factors could lead to one student abusing another. On occasion they themselves are being abused. Each disclosure will be treated purely on the facts. The procedures below must always be followed. The reporting arrangements for all forms of abuse include contacting a welfare agency within 24 hours of a disclosure of abuse. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' Then the school's anti-bullying policy should be followed.

Actions to be taken: If a child makes a disclosure of abuse, the member of staff / volunteer should:

- Make no contact with the parents.
- Listen to what is being said without displaying shock or disbelief
- Accept what is being said and allow the child to talk freely
- Reassure the child, but not make promises which might not be possible to keep
- Not promise confidentiality – one might need to refer to others who can help.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct, or leading, questions
- Allow the child to continue at her/his own pace.
- Ask questions for clarification only, avoid closed or leading questions
- When recording what was said, use the child's own words – noting the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Also record any noticeable non-verbal behaviour.
- Record statements and observations rather than interpretations or assumptions
- Draw a diagram to indicate the position of any bruising or other injury

- Do not criticise the alleged perpetrator
- Explain to the child what has to be done next and who has to be told
- All records should be passed to the DSL immediately. No copies should be retained by the member of staff or volunteer. This includes the original notes as these constitute prima facie evidence and may be needed by a court. Records should be kept by the DSL in a secure, designated file separate from the child's academic records.
- The advice of the LADO will be sought and considered when the DSL communicates with the individual involved and the parents involved.

It is important to remember that the person who first encounters a case of alleged child on child (or any) abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional team of DSL and child protection agencies, following a referral from the DSL.

If an allegation of abuse is made against a student at the school, where the victim is also a student at the school and where there is reasonable cause to suspect that the victim is suffering, or is likely to suffer, significant harm, that student may be suspended from School during the investigation and the School's Behaviour, and Exclusions, policies will apply. Any such abuse will be referred to local agencies. It would be expected that, in the event of a disclosure of student on student abuse, that all children involved, whether perpetrator or victim, would be treated as being 'at risk'.

Procedures in school in response to sexting and the sharing of indecent images

The Dec 2020 govt guidance document "[UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)" provides detailed advice for schools and colleges re the consensual and non-consensual sharing of nudes and semi-nudes images and/or videos, which is a criminal offence. The school will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a safeguarding concern.

Staff receive training regarding child sexual development, and understand the difference between sexual behaviour that is considered normal and expected for the age of the student, and sexual behaviour that is inappropriate and harmful. This includes training in how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to students depicted in the images, and how and when to report instances of sexting.

Staff are aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted, and regardless of whether it is done consensually or not. However, staff will ensure that students are not unnecessarily criminalised. Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a student, they will refer this to the DSL as soon as possible. Where a student confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the student that the incident will need to be reported.
- Respond positively to the student without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – he/she will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of students, including where there is an adult involved, where there is an intent to harm the student depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of students where there is no adult involvement or apparent intent to cause harm or embarrassment to the student.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the head or member of the SLT.
- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery in accordance with the Records Management Policy.

Where the incident is categorised as ‘experimental’, the students involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a student, the DSL escalates the incident to CSCS. Where indecent imagery of a student has been shared publicly, the DSL will work with the student to report imagery to sites on which it has been shared and will reassure them of the support available.

Procedures if a Member of Staff, or Any Other Adult is Concerned About a Student

The Barnet Safeguarding Children Partnership (BSCP) sets out the local procedures for this area. A copy of the BSCP procedures is held in the school and can be obtained from the DSL, or is available online at www.barnet.gov.uk/directories/directme/barnet-safeguarding-children-partnership.

All members of staff, volunteers and Directors must know:

- the signs and symptoms of abuse.
- how to respond to a student who discloses abuse.
- what to do if they are concerned about a child.

A member of staff aware of (either by disclosure or otherwise) abuse or suspecting abuse, including situations of abuse which may involve other staff members:

- 1) must listen carefully to the child, be supportive and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- 2) must respond in a calm and non-judgemental way, asking questions which are open-ended e.g. is there anything else you want to tell me? Yes? And?
- 3) must not ask leading questions, that is, a question which suggests its own answer. Use words: ‘Tell’, ‘Explain’, ‘Describe’, never ‘Why’. If at all possible the questions asked should be recorded. The member of staff should not lay blame or criticise either the child or the perpetrator.
- 4) should observe any bruises but should not ask a child to remove or adjust their clothing to observe them
- 5) must reassure the child, but never give a guarantee of absolute confidentiality. They cannot promise to keep any secrets that might compromise the child’s safety or well-being. The member of staff should explain that they need to pass the information to the DSL who will ensure that the correct action is taken.
- 6) must keep a sufficient written record of the conversation. This should be done immediately. The recording must be a clear, precise, factual account of the observations. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. Include any observations on noticeable non-verbal behaviour and actual

words used by the child. The record should be signed by the person making it and should use names, not initials. And this is recorded on MyConcern.

- 7) must hand the notes and record immediately to a DSL, the Head or the Chairman of the Board of Directors, as appropriate.
- 8) must complete a body map (available from the DSL or on MyConcern) for any injuries or bruises observed, which should be handed in with the notes of the concern/disclosure
- 9) should speak to either of the DSL about any concern about a child – any concerns, either not meeting the threshold for a referral, or not being referred on the advice of the LADO, will be recorded in the 'confidential record of abuse', kept by the DSL.
- 10) all evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be securely preserved.

Reporting concerns about a student

- A student will immediately be referred to children's social care if they are suffering significant harm or there is a risk of immediate serious harm. The DSL will contact children's social care and make a referral as advised without delay, but any staff member can refer their concerns to child social care directly - following the approved legal threshold, and/or to the police. It is recommended, however, that staff take advice from the DSL who have experience and expertise in this area. Contact numbers for the Barnet safeguarding children partnership (BSCP) and the LADO are at the end of this policy.
- An early help assessment will be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator (SEND CO), general practitioner (GP), family support worker, and/or health visitor. The school acts to ensure children receive the right help at the right time to prevent issues escalating.
- If, after referral, the situation does not appear to be improving, the referrer or the DSL team, shall press child social care for re-consideration if the decision was taken not to undergo an early help assessment and the student's situation does not improve, to ensure that their concerns are addressed effectively, so that the child's situation improves.
- Children/families who are in need of additional support from one or more agencies will be reported to the LADO for inter-agency assessment using local processes, including use of The Common Assessment Framework and Team around the Child approaches (TAC). These assessments should identify what help the student/student and family require in preventing needs escalating to a point where greater intervention would be needed. Whilst the decision to seek support for a student will normally involve consultation with parents, parental consent is not required if the school believes a student to be at risk of significant harm
- Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan CPP (formerly referred to as the Child Protection Register) and a written record will be kept.
- Children placed on a CPP will require additional support and monitoring. The social care department will inform a school receiving a child on a plan and accompanying records should follow from the child's previous school. Where children with a CPP leave one school for another the DSL must inform the receiving school and the key worker at the social care department. If the child leaves the school with no receiving school, details should be passed to the Head Emergency Social Worker.
- Allegations against anyone working for the school, must be made to the Head who will refer to the LADO. If a crime may have been committed, the matter must be reported to the police.
- If the Head is the subject of an allegation, the case must be referred to the Chair of Directors, without informing the Head first, who will refer it to the BSCP and/or the LADO.
- The DSL will contact the LADO without delay. The DSL will then, under the guidance of the LADO or the Barnet Safeguarding Children Partnership (BSCP), decide what action will be taken, including whether a formal referral should be made. Consultation in this way is done as a first action, as soon

as practicable and certainly within 24 hours of the disclosure or suspicion of abuse.

- The parents of, and the student who is being referred, will be informed in writing of the referral to the Barnet Social Care Assessment Team only after advice is given by the Social Care Assessment Team or the LADO.
- If it is decided to make a formal referral this will be done under advice from the LSCB and normally with prior discussion with the parents, unless to do so would place the child at further risk of harm.
- See Appendix B – Diagram 'Actions where there are concerns about a child'.

Procedures for allegations against a member of staff

This 'harms threshold' section applies where an adult within the school community has behaved in a way that :

- has harmed a child, or may have harmed a child;
- indicates he/she may pose a risk of harm to a child;
- has possibly committed a criminal offence against or related to a child; or
- indicates they may not be suitable to work with children. This is termed 'transferable risk' in KCSIE – an incident outside school which did not involve children, but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but the school has to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

The person to whom the allegation is first reported must make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. The recipient of the allegation must take the matter seriously and keep an open mind. They must not investigate nor ask leading questions if seeking clarification, and must not make assumptions. The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with these procedures is a disciplinary matter.

The written record should be signed and dated and passed immediately to the Head. If the Head is absent, the allegation should be passed to whoever is deputising for the Head in her absence that day. Where there may be a conflict of interest in reporting an allegation to the Head (or the staff member deputising in their absence), a member of staff can report the matter to the Chair of the Board of Directors.

The matter will proceed as follows:

- **If, at any time, there is risk of immediate serious harm to a child, a referral will be made to the LADO or Assessment Team immediately.**
- The Head/Chair of The Board of Directors will contact the LADO or the Barnet Social Care Assessment Team immediately, and at the latest within one working day of allegations being reported. They will consider the issue and advise on the action the school must take. All discussions with the LADO will be recorded in writing.
- If there are concerns about a child, but there is no need to make an immediate referral (this will be on the advice of the Assessment Team or LADO), written records will still be kept (and placed in the school's Safeguarding File).
- In the most serious of circumstances the Head/ Chair of The Board of Directors will contact the police.
- The Head will not investigate the allegation itself, or take written or detailed statements, before consulting the LADO, to assess the situation and agree the best course of action - including police involvement and the potential suspension of the member of staff or other alternative arrangement to be put in place until the allegation is resolved.
- No internal investigation should take place unless authorised by the LADO.
- The Head will, as soon as possible, and following briefing from the LADO, inform the subject of an

allegation, providing as much information as possible at the time.

- Appropriate support will be offered to the person against whom an allegation has been made.
- Confidentiality should not be promised, however the person should be advised that the concern will be shared on a 'need to know' basis only. The school will take all care to ensure confidentiality during the process and will avoid publicity. Confidentiality will be maintained until the person involved is charged or the DfE/ TRA publish details about the investigations as part of disciplinary procedures.

Allegations concerning the Head - If the allegation made to a member of staff concerns the Head, the person receiving the allegation will immediately inform Nigel Helliwell, the Designated Director for Child Protection, without notifying the Head first, who will consult the LADO as above also without notifying the Head first. As above, any decision to suspend the Head would be taken by the Chair of The Board of Directors, having sought the advice of the LADO.

Allegations relating to external individuals or organisations that are using school premises - When the School receives an allegation relating to an incident that (may have) happened when an individual was using their school premises for the purposes of running activities for children (community groups, sports associations, extra-curricular activities), the School will follow its regular safeguarding policies and procedures, including informing the LADO.

‘Lower level concerns’ and allegations - The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to: being over friendly with children; having favourites; taking photographs of children on their mobile phone; engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, using inappropriate sexualised, intimidating or offensive language. Such concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Low level concerns will also be dealt with promptly, clearly and appropriately, in line with the procedures set out in Part Four, Section One of KCSIE 2023, paragraphs 417 - 437. It is vital that staff share these concerns with the DSL (or deputy), or if it is about the DSL then shared with the Head. Where there are concerns about the Head, or where there is a conflict of interest in reporting the matter to the Head, these should be referred to the Chairman of the Board of Directors. All low-level concerns will be recorded in writing, including details of the concern, the context, and any action taken; and these records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour is identified and dealt with appropriately, either through the school’s disciplinary procedures or (if a pattern of behaviour moves from a concern to meeting the harms threshold) in which case it will be referred to the LADO as above.

Further to any investigation:

- If it is decided that the allegation is unsubstantiated and does not meet the threshold for further referral, the DSL, Head and the LADO will consider the appropriate course of action e.g. a joint evaluation meeting or an internal investigation.

- The Head will as soon as possible, following briefing from the LADO, inform the subject of the allegation. The Chair of The Board of Directors will be kept informed at each stage.
- In the case of the allegation being against the Head, the Chair of The Board of Directors, together with the LADO, will inform the Head of the allegation and of the actions to be taken, the time scales involved, and the persons involved.
- If it is decided that the allegation is substantiated and meets the threshold for further action the Head must follow the guidance given by the LADO.
- In response to an allegation staff suspension will not be the default option. Staff against whom an allegation is made are not automatically suspended, except in the case of an immediate referral to the child protection agencies or police. However, the Head may, after discussion with the Chair of The Board of Directors, find it necessary to suspend the member of staff at any stage during an investigation until the matter has been investigated.
- If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual. The School will follow, as appropriate, the Disciplinary & Dismissal Policy and Procedures.

If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

If the allegation is substantiated and the member of staff has been removed from working (paid or unpaid) with children (including being redeployed away from working with children), or would have been removed had she or he not left earlier, or if the school no longer uses his/her services, then the Disclosure and Barring Service (DBS) and the Teacher Regulation Agency [TRA] must be informed within one month of the person leaving. **This is a legal duty and failure to refer when the criteria are met is a criminal offence under the Safeguarding Vulnerable Groups Act 2006.** The referral duty criteria are explained in the DBS referral guidance on the gov.uk website.

Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in 'Teacher misconduct: the prohibition of teachers (July 2014)'. If a referral has already been made to the DBS the School may still make a referral to the TRA although information is shared between the two.

For all allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Clear guidance is given in the DfE document on dealing with allegations.

<http://www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuse-against-teachers-and-other-staff>

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the register of independent schools. The relevant legislation is contained in The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Compromise agreements cannot apply in this connection. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

Support for Staff who are Subject to Allegations

The school has a duty of care to its employees. Being the subject of an allegation is traumatic for any member of staff, no matter how sensitively it is handled. Everyone who works with children is potentially at risk and must aim to minimise the risk. The school will act to minimise the stress inherent in allegations and disciplinary investigations and processes.

The school hopes to create a caring environment where staff feel able to raise concerns and feel supported

in doing so. If staff should experience a situation that is an emergency or extremely urgent they may make a direct referral to external agencies.

Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual may be advised to contact their trade union representative, if they have one, or a colleague for support. They may also be given access to welfare counselling or medical advice if considered appropriate.

Record Keeping by the School

All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing, including details of the concern, the context, and any action taken; and these records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour is identified and dealt with appropriately, either through the school's disciplinary procedures or (if a pattern of behaviour moves from a concern to meeting the harms threshold) in which case it will be referred to the LADO as above. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL/DDSL.

Information is held confidentially and stored securely, in a separate file for each child. Records include:

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

Staff will record any welfare concern that they have about a child using the MyConcern online safeguarding portal, which immediately alerts the DSL team. Records will be completed as soon as possible after the incident/event, using the child's words.

If a member of staff is unable to use the online system then a paper Incident Concern Form (with body map if injuries have been observed) should be completed and handed without delay to the DSL.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained. Where a pupil joins or leaves the school at non-standard transition times, the school will report this to the local authority.

The Head will be kept informed of any significant issues by the DSL.

Prevent (preventing radicalisation)

Since 1 July 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty, and comprises:

- Risk assessment – at the beginning of every term, the DSL, DDSs, The Safeguarding Director and the SLT, in partnership with LADO, assesses the influences and risks (of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology) to which students may be exposed within the school, the locality, the social media, the internet and their homes. The results of the risk assessment will be recorded by the DSL. If any risks or influences are discovered the above team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately. The School's procedures are set out in this Safeguarding Policy, the Prevent Policy, and reflect the policies and procedures of our LSCB.
- Staff training - the DSL will complete specialised training to enable them to train/equip staff via Prevent, Channel and other appropriate training to identify and assess children at risk of being

drawn into terrorism and to challenge extremist ideas. Staff in regular contact with students receive training in how to identify signs of radicalism in students through observing changes in behaviour etc. Staff are advised on actions to take should they identify such (reporting to DSL immediately).

- Advice and support – the DSL will provide advice and support to other members of staff on protecting children from radicalisation, with particular attention to the needs of children identified as more vulnerable, including those with SEND, who may therefore be more susceptible. The DSL and senior managers ensure the school SMSC policy and programme incorporates specific sections that assist the students to understand the dangers of extremist arguments.
- IT considerations – the school will ensure that the students are safe from terrorist and extremist material when accessing the internet through suitable filtering. Students and students will also be taught about online safety more generally.
- The DSL and senior managers ensure the school IT and 'e' safety policies have safety procedures in place to block any possible route for students to be targeted online or through the internet where they may be susceptible to terrorist or extremist material.
- The School Network Manager is responsible for checking that no terrorist or 'grooming' organisations contact or are able to access students.
- The Head ensures parents are continually warned of the dangers of their children being targeted through the internet on home computers.
- If the DSL suspects a student is being radicalised they may discuss the matter with parents. If the DSL considers the child to be at risk of significant harm they may contact the LADO immediately without informing the parents, and then act accordingly.

The Channel Programme

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Working in Partnership with Parents and Guardians of International Students

It is our policy to work in partnership with parents or guardians to secure the best outcomes for our students/students. We will therefore communicate as clearly as possible about the aims of this school.

- We will use clear statements in our correspondence.
- We will liaise with agencies in the statutory, voluntary and community sectors and local teams that are active in supporting families.
- We will be alert to the needs of parents/guardians who do not have English as their first language.
- We will keep parents/guardians informed as and when appropriate.

Appendix A - Detailed Responsibilities of the DSL and Deputy DSL

The Designated Safeguarding Lead (DSL) is a member of the senior leadership team of the school, and has the appropriate status and authority within the school to carry out the duties of the post. Although responsibilities may be delegated to appropriately trained deputies, the DSL will take ultimate lead responsibility for safeguarding (including the filtering and monitoring systems and processes used) at the school. The Deputy DSL is trained to the same standard as the DSL.

The DSL role carries a significant level of responsibility, and he/she is given the additional time, funding, training, resources and support needed to carry out the role effectively. The additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

The DSL and deputies have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals. In addition to this formal training, the DSL and deputies will also update their skills and knowledge continually, and at least annually, through studying appropriate guidance from ISI, the local authority, the DfE and others with an interest in maintaining the highest possible standards of safeguarding, and through meeting with other DSLs and members of the local safeguarding community.

Deputy designated safeguarding leads

The Deputy DSLs (DDSL) are trained to the same standard as the DSL and the role is explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

Availability

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In very exceptional circumstances this DSL availability may be via phone and or Teams or other such media. It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The DSL is expected to refer cases:

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

Working with others

The DSL is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult in line with PACE Code C2019 statutory guidance.;
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school. This includes:
 - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing the child protection file

The DSL 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.

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

Where children leave the school (including in year transfers) the DSL should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This 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 DSLs 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 DSL should also consider if it would be appropriate to

share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school 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.

Raising Awareness

The DSL should:

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

Training, knowledge and skills

The 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 DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

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

- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

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

Providing support to staff

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

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

Understanding the views of children

It is important that children feel heard and understood. Therefore, DSLs should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

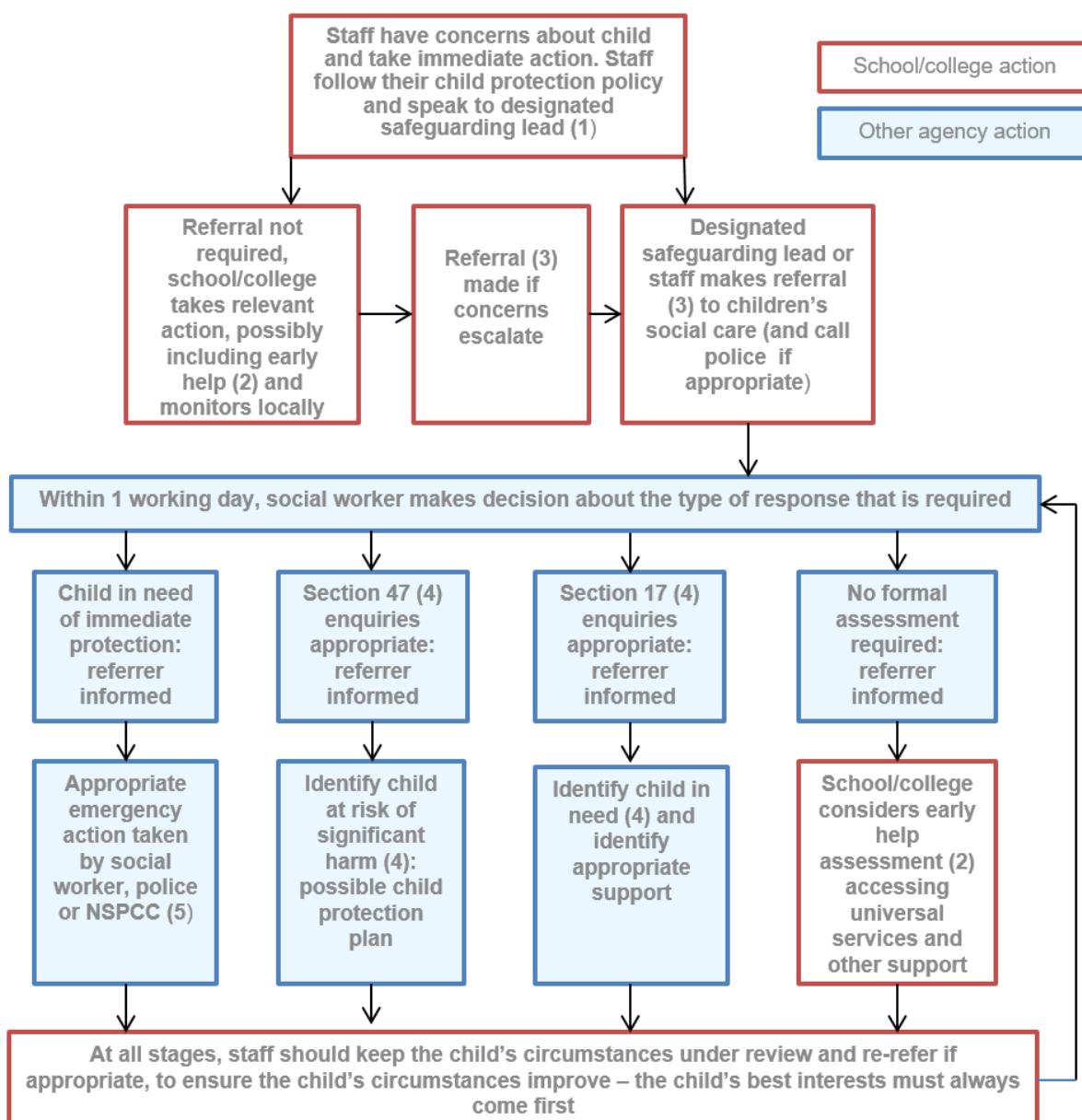
Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the DSL should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Appendix B – Actions where there are concerns about a child

Actions where there are concerns about a child



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

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

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix C - Forms and Signs of Abuse, and Potential Safeguarding issues

Child abuse is a term used to describe ways in which children are harmed, often by someone in a position of power. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. It is not the School's responsibility (nor must they) to investigate whether abuse is occurring, but we are required to act on any concerns and report them to the appropriate parties. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. **Abuse can take place wholly online, or technology may be used to facilitate offline abuse.** Children may be abused by one or multiple adults **or other children**.

It is important that school staff recognise that abuse may take part in a number of ways and that abusers can be of any age and either male or female. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity.

Child abuse can take many forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect, child sexual abuse and bullying. Domestic abuse can also be a form of child abuse, probably falling under emotional abuse. Such abuse can translate itself into many forms – for example, the student's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the student's behaviour.

Bullying is a form of child abuse. It can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical
- Verbal
- Emotional

All incidents of bullying must be reported to the Head or Deputy Heads and will be recorded in the bullying incident log held by the Deputy Heads. A more detailed guide can be found in the School's Anti-Bullying policy.

Self-Harm - Whilst self-harm is not classed as child abuse it can be a sign that a child is being abused. If it comes to the attention of member of staff that a child is self-harming they should alert the DSL for child protection. Actions by the DSL might include:

- Contacting parents
- Contacting Child Adolescent Mental Health Service (CAMHS)
- Contacting Social Care if the child meets the referral criteria

Neglect is a form of abuse. It is the persistent failure to meet a child's basic physical and/or psychological needs and can affect the child's health and development. It might include failure to provide adequate food, shelter (including exclusion from home or abandonment) and clothing, failure to protect a child from physical or emotional harm or danger, failing to ensure adequate supervision or failure to ensure appropriate access to medical care and treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of neglect might include being unkempt, having an uncared-for appearance or having poor personal hygiene, being undernourished, underweight or constantly hungry, being poorly clothed for example with inadequate protection from the weather, having unexplained absence from or being frequently late to school, having untreated medical problems, being constantly tired and being regularly left alone, or in charge of younger brothers or sisters.

Of course, all of the above may be apparent for a reason not connected in any way to abuse but they are all symptoms of possible abuse.

Emotional abuse is the persistent ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It can include:

- Conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.
- Not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Placing inappropriate age-related expectations on children, including interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning. It may also include preventing the child participating in normal social interaction.
- Making a child feel frightened or in danger on a frequent basis or the exploitation or corruption of a child.
- A child seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying)

Signs of possible emotional abuse might include very low self-esteem, continual self-depreciation, fear of new situations, inappropriate emotional responses to a painful situation, self-harm, compulsive stealing, drug abuse, neurotic behaviour, eating problems, abnormal attachment between child and parent, aggressive behaviour towards others, attention-seeking behaviour and being withdrawn and socially isolated – often known as 'frozen watchfulness'. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Signs of possible physical abuse might include unexplained bruising or injury, including cigarette burns, bites, scalds and burns (especially to parts of the body where accidents are unlikely, such as thighs, back and abdomen). Signs of physical abuse can also be seen in behaviour and might include being sad, withdrawn or depressed, displaying untreated injuries or lingering illness, admission of punishment which seems excessive, shrinking from physical contact, having trouble sleeping, being aggressive or disruptive, showing fear of certain adults and fear of returning home or parents being contacted, fear of undressing or of medical help, over compliant behaviour, running away, deterioration in work, unexplained patterns of absence, having a lack of confidence or low self-esteem and use of drugs or alcohol.

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 can also include non-contact activities such as involving children in looking at, or 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).

Signs of possible sexual abuse might include explicit or frequent sexual preoccupation in talk and play, sexualised behaviour or sexually provocative behaviour with adults, self-harm and an anxious unwillingness to remove clothes for sports etc. Other possible signs might include scratches, abrasions or persistent infection in the anal passage, pregnancy, frequent (public) masturbation, attempts to teach others about sexual activity, withdrawal from friends and aggressiveness, anger, anxiety or tearfulness.

Sexual violence and sexual harassment between children (Child on Child Sexual Abuse)

All staff working with children are advised to maintain an attitude of "it could happen here". The school will 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. The DSL/DDSL (who should have a complete safeguarding picture) will be the most appropriate person to advise on the initial response by the school. 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:

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

Sexual violence - It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;¹³⁸
- sexual intercourse without consent is rape.

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (which provides detailed advice for schools and colleges re taking and sharing nude photographs of U18s being a criminal offence
 - sexualised online bullying;
 - sharing of unwanted explicit content;
 - upskirting (which is a criminal offence);
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

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

The response to a report of sexual violence or sexual harassment - The initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour.

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in the diagram in Appendix B, and KCSIE 2023 As is always the case, if staff are in any doubt as to what to do they should speak to the DSL (or a deputy).

As always when concerned about the welfare of a child, all staff will act in the best interests of the child. In all cases, the school will follow general safeguarding principles as set out throughout this policy. 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).

Sexual Violence and Sexual Harassment - Toolkits

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

For further information, please see Part Five KCSIE 2023 which contains detailed information on:

- what sexual violence and sexual harassment constitutes,
- important context to be aware of, including; what is consent, power imbalances, and developmental stages,
- harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves,
- related legal responsibilities for schools and colleges,
- advice on a whole school approach to preventing child on child sexual violence and sexual harassment, and
- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).
- specific considerations, options and actions to take following a report of sexual violence and/or sexual harassment.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There is an age appropriate guide to support children 12-17 year old. The guides explain each step of the process and support and special measures that are available.

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

Children Missing from Education

If any student goes missing or is believed to have ‘run away’, the protocol in the School’s Student Supervision & Lost and Missing Children Policy should be followed.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help

mitigate negative consequences for those children.

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

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

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

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

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

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- are persistently absent from education, including persistent absences for part of the school day.

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

Child Sexual Exploitation (CSE) is a form of child sexual abuse. The victim may have been sexually exploited even if the sexual activity appears consensual. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

- 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;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- 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);
- 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; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- are persistently absent from education, including persistent absences for part of the school day; and
- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

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

Child Criminal Exploitation (CCE) can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

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

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

CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket, or to threaten other young people. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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. This can happen locally as well as across the UK – no specified distance of travel is required.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special). Children are also increasingly being targeted and recruited online using social media. 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.

Key to 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 Mechanism 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](#).

Signs of Involvement in County Lines - A young person’s involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person’s lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of- area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Children At Risk From Serious Violence

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

Advice is provided in the Home Office’s ‘Preventing youth violence and gang involvement’ and its ‘Criminal exploitation of children and vulnerable adults : county lines’ guidance.

Cybercrime

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

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

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

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

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: [Cyber Choices](#), ['NPCC- When to call the Police'](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)

Domestic Abuse

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

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

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

Young people can also experience domestic abuse within their own intimate relationships. This form of

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

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

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

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at: NSPCC- UK domestic-abuse Signs Symptoms Effects; Refuge what is domestic violence/effects of domestic violence on children; Safelives: young people and domestic abuse; Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

Homelessness

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

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

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. Statutory guidance regarding the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation can be found here.

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

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, or indeed any form of HBA.

Actions: If staff have a concern that a child might be at risk of HBA, or who has suffered HBA, they should speak to the DSL (or deputy), who will activate appropriate safeguarding procedures.

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 - Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. The teacher should also advise the DSL immediately who will involve children's social care.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining 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](#). The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

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 communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

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

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with 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 fmf@fco.gov.uk.

Modern Slavery and the National Referral Mechanism

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

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

Mental Health

All staff are aware that mental health problems can, in some cases, be an indicator that a student has suffered, or is at risk of suffering, abuse, neglect or exploitation. Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify students whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how students' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a student that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSL(s).

The school will access a range of advice to help them identify students in need of additional mental health support, including working with external agencies.

Prevention of Radicalisation

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

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

There is no single way of identifying whether a child is vulnerable, and therefore may be susceptible to interest in/involvement with 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) and settings (such as the internet). The accepted view is that a complex relationship between the various aspects of an individual's identity and vulnerability, determines their susceptibility to extremism.

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

The Prevent Duty - All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty is part of the school's wider safeguarding obligations, see the (Sept 2021) revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with

schools.

Visiting Speakers

In accordance with the Prevent statutory guidance, the School has a protocol to ensure that visiting speakers are suitable and appropriately supervised. A visiting speaker will be invited only with the permission of a senior leader. Formal or informal background information about a visiting speaker will be obtained to decide whether to invite and/or permit a speaker to attend the School. For further information, please refer to the Visiting Speaker Policy.

Use of School Premises for non-school activities

When school facilities/premises are hired out to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities), the School must ensure that they have appropriate arrangements in place to keep children safe. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

The School therefore seeks assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensures that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This requirement is included in every lease or hire agreement as a condition of use and occupation of the premises, and failure to comply with this would lead to termination of the agreement.

The guidance on [Keeping children safe in out-of-school settings](#) details the safeguarding arrangements that the School expects these providers to have in place.

Child on Child Abuse

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

For further information, please see Part Five KCSIE 2023 which contains detailed information on:

- what sexual violence and sexual harassment constitutes,
- important context to be aware of, including; what is consent, power imbalances, and developmental stages,
- harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves,
- related legal responsibilities for schools and colleges,
- advice on a whole school approach to preventing child on child sexual violence and sexual harassment, and

- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).
- specific considerations, options and actions to take following a report of sexual violence and/or sexual harassment.

Private Fostering and Children Staying with Host Families

'Private fostering' is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a guardian, for 28 days or more.

Where the student/student is under the age of 18 and the person who provides the care and accommodation is paid to provide that arrangement, or the arrangement is not made by the child's family, the private fostering arrangement could amount to regulated activity for the purposes of the Safeguarding Vulnerable Groups Act 2006 regardless of the duration of the arrangement.

In specific cases whereby we act as the regulated activity provider, during recruiting possible guardians our robust safer recruitment procedures will apply.

Similarly, in cases whereby we outsource this role to other agencies we will ensure that they also comply with our procedures and meet all relevant regulations.

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	Supporting practice in tackling child sexual abuse - CSA Centre	Centre of Expertise on CSA
	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office
	Tackling Child Sexual Abuse Strategy	Home Office
	Together we can stop child sexual abuse	HM Govt campaign
Bullying	Preventing bullying - GOV.UK (www.gov.uk)	DfE advice
	Cyber bullying: advice for headteachers and school staff	DfE advice
Children missing from education, home or care	https://www.gov.uk/government/publications/children-missing-education Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	Care of unaccompanied and trafficked children	DfE statutory guidance
	Modern slavery: how to identify and support victims	Home Office
	Trafficking: safeguarding children	DfE and HO guidance
	Child exploitation disruption toolkit (publishing.service.gov.uk)	Home Office
	County Lines Toolkit For Professionals The Children's Society	The Children's Society

Confidentiality	Gillick competence and Fraser guidelines NSPCC Learning	NSPCC
Drugs	From harm to hope: A 10-year drugs plan to cut crime and save lives - GOV.UK (www.gov.uk)	Home Office strategy 2022
	Information and advice on drugs	Talk to Frank website
	Drug and Alcohol education — teacher guidance & evidence review	PSHE Assocn website

“Honour Abuse” (so called)	Based	Female genital mutilation: information and resources	Home Office
		Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
		Forced marriage - GOV.UK (www.gov.uk)	Forced Marriage Unit (FMU) stat guidance
		FGM resource pack	HM Govt guidance
Health and Wellbeing		Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
		Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
		Medical-conditions: supporting students at school	DfE statutory guidance
		Mental health and behaviour	DfE advice
Homelessness		Homelessness: How local authorities should exercise their functions	HCLG
Information sharing		Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)	HM Govt guidance
		Data sharing information hub ICO	Information Commissioner's Office
Online		Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
		Cyberbullying Guidance Childnet	Childnet guidance
		Educate Against Hate - Prevent Radicalisation & Extremism	
		The National Grid for Learning - Safeguarding (lgfl.net)	
		E-safety for schools NSPCC Learning	NSPCC
		Searching, screening and confiscation at school - GOV.UK (www.gov.uk)	

	SWGfL - Safety & Security Online	
	The use of social media for online radicalisation - GOV.UK (www.gov.uk)	
	UKCIS Online Safety Audit Tool - GOV.UK (www.gov.uk)	
	A business guide for protecting children on your online platform - GOV.UK (www.gov.uk)	
	Parents and Carers - UK Safer Internet Centre	
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty: additional advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
	Prevent for FE and Training	Education and Training Foundation
	Online Safety Resource Centre - London Grid for Learning (lgfl.net)	London Grid for Learning
Serious Violence	Serious Violence Strategy - GOV.UK (www.gov.uk)	Home Office
	An analysis of indicators of serious violence: Findings from the Millennium Cohort Study and the Environmental Risk (E-Risk) Longitudinal Twin Study (publishing.service.gov.uk)	Home Office
	Our approach to evidence - Youth Endowment Fund	Home Office
	Advice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)	Home Office advice
	Tackling violence against women and girls strategy - GOV.UK (www.gov.uk)	Home Office strategy
	Violence against women and girls: national statement of expectations - GOV.UK (www.gov.uk)	Home Office guidance
Upskirting	Upskirting: know your rights	UK Govt
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Serious violence strategy	Home Office

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

Sexual Violence and Sexual Harassment – Specialist Organisations	
Believe in children Children's charity Barnardo's (barnardos.org.uk)	UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
The Lucy Faithfull Foundation Preventing Child Sex Abuse	UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
Meeting the needs of children abused online Marie Collins Foundation	Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
NSPCC The UK children's charity NSPCC	Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
Rape Crisis England & Wales	National charity and the umbrella body for their network of independent member Rape Crisis Centres
Homepage - UK Safer Internet Centre	Provides advice and support to children, young people, parents, carers and schools about staying safe online.
Harmful Sexual Behaviour – Specialist Organisations	
Harmful Sexual Behaviour Support Service SWGfL	Provides expert-led advice and guidance in tackling harmful sexual behaviours to professionals working with children and young people
Rape Crisis England & Wales	For information, advice, and details of local specialist sexual violence organisations
The Survivors Trust	For information, advice, and details of local specialist sexual violence organisations
Preventing harmful sexual behaviour in children - Stop It Now	The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families
Overview Harmful sexual behaviour among children and young people Guidance NICE	For information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.
Protecting children from harmful sexual behaviour NSPCC Learning Harmful sexual behaviour framework NSPCC Learning	Free and independent advice about HSB.
Beyond Referrals - Schools (csnetwork.org.uk)	Provides a school selfassessment toolkit and guidance for addressing HSB in schools.
Support for Victims – Specialist Organisations	

Anti-Bullying Alliance	Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
Rape Crisis England & Wales	Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.
The Survivors Trust	UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse
Home - Victim Support	Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people — regardless of whether a crime has been reported or how long ago it was.
Childline Childline	Provides free and confidential advice for children and young people
Sharing Nudes and Semi-nudes	
Nudes (thinkuknow.co.uk)	London Grid for Learning-collection of advice - Various information and resources dealing with the sharing of nudes and semi-nudes.
Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)	Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.
Support for Parents and Carers	
Parents and carers CEOP Education (thinkuknow.co.uk)	Advice/resources on how to deal with concerns about what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to support positive sexual behaviour.