

# Rokesly Junior School Safeguarding and Child Protection Policy and Procedures



## Updated for KCSIE September 2022

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Safeguarding and Child Protection Policy & Procedures (adapted from Model policy updated for September 2022)

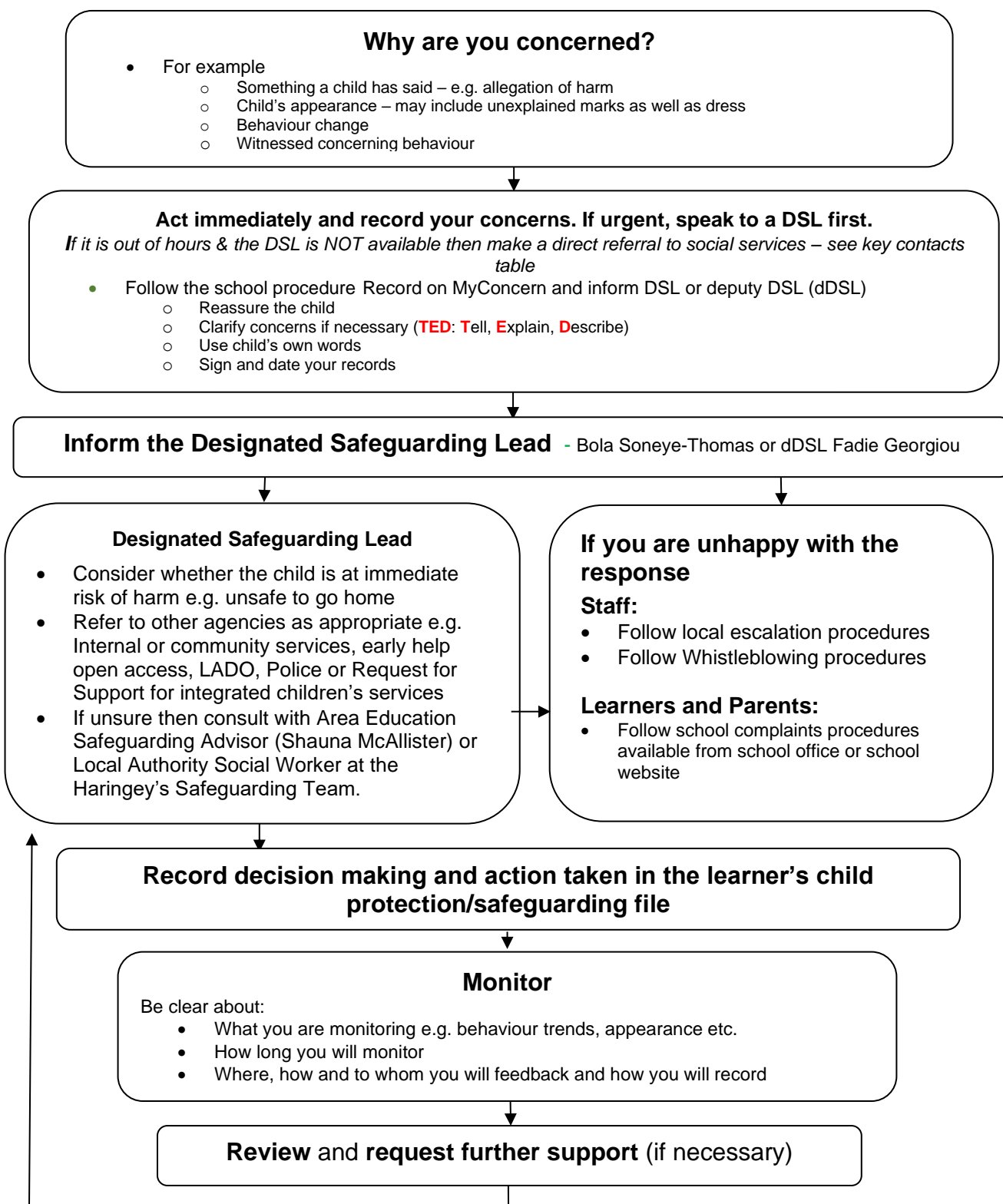
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## 1. Key Contacts

Post	Postholder	Contact details
<b>Headteacher / Head of School</b>	Bola Soneye-Thomas	Tel No: 02083480290 Email address: admin@rokesly-jun.haringey.sch.uk
<b>Designated Safeguarding Lead (DSL)</b>	Bola Soneye-Thomas	Tel No: 02083480290 Email address: admin@rokesly-jun.haringey.sch.uk
<b>Deputy on-site Safeguarding Lead (DDSL)</b>	Fadie Georgiou	Tel No: 02083480290 Email address: admin@rokesly-jun.haringey.sch.uk
<b>Deputy on-site Safeguarding Lead (DDSL)</b>	Nikki Cains	Tel No: 02083480290 Email address: admin@rokesly-jun.haringey.sch.uk
<b>Chair of Governors and Link Governor for Safeguarding</b>	Lorna Walker (chair) Kerree Ahern (safeguarding)  Venssa Naidoo (safeguarding)	lorna@lwgd.co.uk
<b>Local Authority Designated Officer (LADO)</b>	Shauna McAllister / John Srivastava	Finola Owens LADO Manager Sharon Ackbersingh LADO <a href="mailto:LADO@haringey.gov.uk">LADO@haringey.gov.uk</a> 020 8489 2968/1186
<b>Channel Helpline</b>		020 7340 7264
Haringey Local Safeguarding Children Board		8th floor, River Park House, 225, High Road, London N22 8HQ <a href="https://haringeyscp.org.uk/">https://haringeyscp.org.uk/</a> 020 8489 3145
<b>Haringey Council's Children's Services</b> Please only use the out of hours number if you are calling outside of normal working hours. Your call will be logged and the operator will take brief details. An out of hours social worker will ring you back.		<ul style="list-style-type: none"> <li>Monday to Thursday 8:45 am to 5:00pm; Friday 8:45 am to 4:45 pm <b>020 8489 4470</b></li> <li>Out of office hours, including weekends: <b>020 8489 0000</b></li> <li><b>Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999</b></li> </ul>
<b>Making a MASH referral</b>		<ul style="list-style-type: none"> <li>During your phone call (above) if you are a professional working with children you may be asked to complete a <b>MASH referral form</b> within 24 hours. This should be emailed securely to mashreferral@Haringey.gcsx.gov.uk</li> </ul>



## 2. What to do if you have a welfare concern in Rokesly Junior School



At all stages, the child's circumstances will be kept under review  
The DSL/Staff will request further support if required to ensure the **child's safety** is **paramount**

### 3. Introduction and Ethos

- **The purpose of this policy is:**
  - To protect the safety, welfare and well-being of the pupils on roll at our school
  - To set out the school's overarching principles, approaches and systems to child protection and safeguarding across all aspects of school life.
  - To ensure staff are aware of their statutory safeguarding duties and responsibilities
  - To ensure staff are well-equipped and confident to recognise and report child protection concerns
  - To promote an open and listening culture where everyone can voice concerns in the knowledge they will be believed, helped and supported.
- **Our core safeguarding principles are:**
  - **Promotion**
    - making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school
  - **Prevention**
    - positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures
  - **Protection**
    - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
  - **Support**
    - for all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.
  - **Working with parents and other agencies**
    - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- Rokesly Junior School recognises its statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Staff and other adults working with children at Rokesly Junior school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Rokesly Junior School believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Rokesly Junior School recognises the importance of safeguarding and the promotion of children's welfare at all times. Safeguarding is embedded in all the school's processes and procedures and at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Rokesly Junior School expects that if any member of our community has a safeguarding concern about any child or adult, they should act immediately. This includes out of hours when the DSL may not be available to speak to, in which case a direct referral should be made to social services – see contact details at the start of this policy.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2022 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2022.

#### 4. Legislation and guidance

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

Legislation	What it covers
School Staffing (England) Regulations 2009	<ul style="list-style-type: none"> <li>• Lists what must be recorded on the single central record</li> <li>• The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.</li> </ul>
Children's Act 1989 (and 2004 amendment),	<ul style="list-style-type: none"> <li>• Provides the framework for the care and protection of children.</li> </ul>
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B(11))	<ul style="list-style-type: none"> <li>• Places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.</li> </ul>
Rehabilitation of Offenders Act 1974	<ul style="list-style-type: none"> <li>• Sets out when people with criminal convictions can work with children.</li> </ul>
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006	<ul style="list-style-type: none"> <li>• Defines what 'regulated activity' is in relation to children</li> </ul>

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

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



senior leaders will give specific consideration to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

## 6. Related Safeguarding Policies

- This policy is one of an integrated suite of policies, reflecting the whole school approach to safeguarding. It should be read and actioned in conjunction with the policies as listed below:
  - Attendance and punctuality (may include children missing in education)
  - Positive Behaviour policy which includes anti-bullying (should now cover anti-bullying)
  - Curriculum policy
  - Data protection and Information sharing (could be covered in safeguarding policy)
  - First aid and managing medical needs
  - Health and safety
  - Image use
  - Managing/dealing with allegations against staff, must cover both allegations that cross the threshold of harm and low-level concerns, also dealing with concerns against supply teachers and link back to code of conduct if allegation is unsubstantiated
  - Online safety policy including Acceptable Use of Technology Policies (AUP), filtering and monitoring, opportunities to teach about online safety.
  - Child on-Child abuse policy, including sexual violence and sexual harassment and the school's anti-bullying strategy
  - Personal and intimate care
  - Personal, social and health education (PSHE)
  - Relationships and Sex Education (RSE)
  - Risk assessments (e.g. School trips, use of technology)
  - Safer recruitment
  - Social media and Mobile technology
  - Special Educational Needs policy
  - Staff Code of Conduct
  - Staff Disciplinary policy
  - Use of physical restraint
  - Whistleblowing

## 7. Definitions of safeguarding

- In line with KCSIE 2022, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
  - protecting children from maltreatment;
  - preventing impairment of children's mental and physical health or development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.
- Safeguarding is what we do to prevent children suffering or coming to harm.
- Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.
- The safeguarding partners that the school works with to safeguard its pupils as set out in KCSIE are: the local authority; the local clinical commissioning group; and the chief officer of Police for the area that falls under the local authority.
- Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and psychological needs. *Section 8 and Appendix 1 provides a more detailed explanation of the different types of abuse and signs and symptoms and specific safeguarding issues.*
- KCSIE 2022 notes the use of the following widely recognised and understood terms 'victim' and 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'.

At Rokesly Junior School we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We also think carefully about the use of the term '**alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**', especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator

as well. In managing any incident, we are prepared to use any term with which the individual child is most comfortable and, on a case-by-case basis.

## **8. Informing staff and others of safeguarding policy**

- All staff (including temporary staff and volunteers) will be provided with a copy of this policy by the school office. They will be asked to say they have read and understood its contents, are familiar with the school systems and will adhere to them.
- Visitors to the school site will be given a leaflet detailing our safeguarding arrangements, which also covers fire safety, first aid and health & safety. Visitors will be asked to sign to say they have read, understood and will adhere to these arrangements.
- Parents/carers can obtain a copy of the school Safeguarding and Child Protection Policy downloaded from the school website ([rokesly-jun.haringey.sch.uk](http://rokesly-jun.haringey.sch.uk)) together with other related policies, including for online safety, recruitment and child-on-child abuse. Additionally, these and other policies are available from the school office on request.
- Pupils will be made aware of the school's systems in age-appropriate ways through displays around the school site, verbally and via the school website. The DSL will ensure pupils have understood and are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support and kept informed of actions being taken.

## **9. Roles and Responsibilities**

### **The Governing Body**

- The Governing Body takes responsibility for strategic leadership that is a 'whole school approach' for the school's safeguarding arrangements and that these will comply with their duties under legislation and have full regard to KCSIE 2022. This includes ensuring the school's policies, procedures and training are effective and comply with the law at all times.
- The Governing body will ensure the school's systems enable pupils to report what is happening to them.
- The Governing body will ensure the appointed DSL is a senior member of staff. role of the DSL (and deputies) set out in KCSIE Annex C will be made explicit to the postholder.
- The school has a nominated governor safeguarding. The nominated governor will support the Designated Safeguarding Lead and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- All governors will undertake safeguarding training and additional training on specific issues, such as online safety and Prevent. This will be part of ongoing and regular programme of training to build knowledge and understanding of safeguarding across all members of the Governing Body.
- The Governing body will take an active role in monitoring safeguarding arrangements and providing support to the Designated Safeguarding Lead in line with Part 2 KCSIE 2022. This will include visits to school, regular contact with the Designated Safeguarding Lead and other staff working to protect children and reviewing information provided to them concerning pupils' welfare and safety, including for online safety. Governors will also seek the views of pupils and parents/carers as part of their monitoring arrangements to check on the effectiveness of safeguarding arrangements.
- The Governing Body and leadership team at Rokesly Junior School recognises the significant level of responsibility of the Designated Safeguarding Lead role. They will ensure the postholder (and any deputies) are given the additional time, funding, training, resources, and support needed to carry out the role effectively. They will also ensure there is adequate cover if the Designated Safeguarding Lead is absent.

### **Headteacher**

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

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

- The school has appointed a member of the leadership team, Bola Soneye-Thomas, headteacher as the Designated Safeguarding Lead (DSL). Additionally, the school have appointed Deputy DSL, Fadie Georgiou, deputy headteacher who will have delegated responsibilities and act in the DSLs absence.

- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems at Rokesly Junior School. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. This is in line with full job description set out in KCSIE Annex C.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The DSL (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate. Role expectations that align to KCSIE 2022 Annex C are in place for the DSL and deputy DSLs.
- The role of the DSL is to:
  - Hold the overall responsibility for child protection
  - Act as the central contact point for all staff to discuss any safeguarding concerns
  - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
  - Understand the views of children and encourage a culture of listening to children and taking account of their wishes
  - Take the lead 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.
  - Maintain a confidential recording system for safeguarding and child protection concerns
  - Ensuring child protection files are up-to-date, records are clear and comprehensive and details of the concern, follow up, actions, decisions and outcome
  - Ensuring information is shared as appropriate, including when a child transfers school
  - Coordinate safeguarding action for individual children
  - When supporting children with a social worker, or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
  - Liaise with other agencies and professionals in line with KCSIE 2021 and WTSC 2018
  - Ensure that locally established procedures as put in place by the three safeguarding partners (Haringey LA), including referrals, are followed, as necessary.
  - Represent, or ensure the school is appropriately represented, at multi-agency safeguarding meetings (including Child Protection conferences)
  - Manage and monitor the school role in any multi-agency plan for a child.
  - 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 leadership staff.
  - Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
  - Work with all staff (for example: teachers, support staff, SENCo, mental health leads) on matters of safeguarding and welfare (including mental health and online/digital safety)
  - Raising awareness of safeguarding and child protection systems with staff, pupils and parents.
  - Ensure all staff access appropriate safeguarding training, including in online safety and other relevant specific issues and regular updates in line with the recommendations within KCSIE (2022)
  - Providing support to staff as required.
  - Manage referrals of suspected abuse to the Channel programme, disclosure & barring service and where a crime has been committed to the Police.
  - Support/liaise with the 'case manager' for child protection issues which concern a member of staff.
  - Follow the Statutory guidance - [PACE Code C 2019](#).

## Members of Staff

- All members of staff have a responsibility to:
  - Provide a safe environment in which children can learn.
  - Be aware it can happen here and safeguarding is everyone's responsibility.
  - Build trusted relationships with children and young people that facilitates communication.

- Actively promote welfare and safeguarding, including online safety, of pupils.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Be aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.
- To exercise professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of help or protection.
- Reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting **any** form of abuse and/or neglect; and never make a child feel ashamed for making a report.  
Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
- Understand the early help process and their role in it.
- Understand the school's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.
- Understand the wider definitions of child-on-child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE Part 1 (and Annex A) and Annex B.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Be aware of the school's child-on-child abuse policy, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.

## Children and Young People

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

## Parents and Carers

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

## 10. Recognising Indicators of abuse and neglect

- All staff at Rokesly Junior School are made aware of the definitions and indicators of abuse and neglect (see below), as identified by Working Together to Safeguard Children (2018; updated 1 July 2022) and Keeping Children Safe in Education (KCSIE) 2022.
- **All** staff understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online.

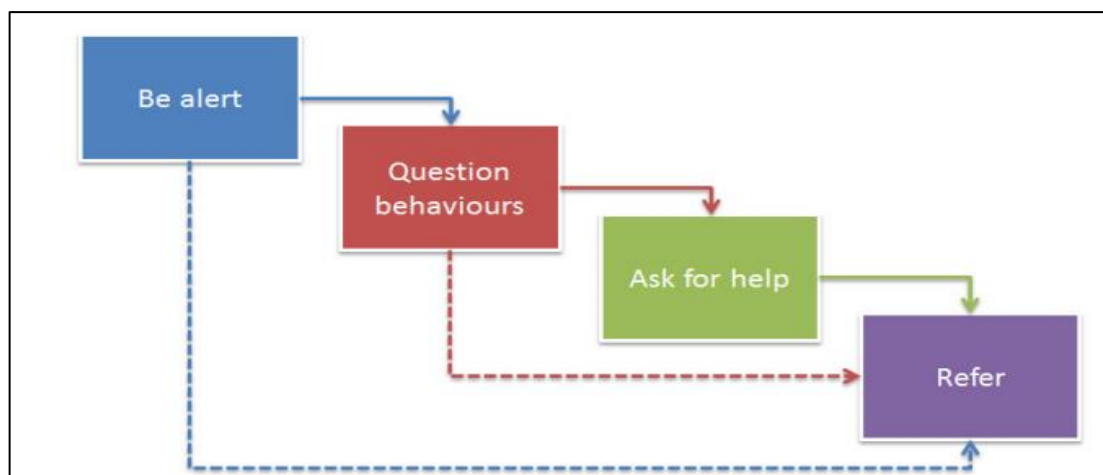
- Harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- Rokesly Junior School recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect

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

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

- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. A wider range of specific issues includes (but not limited to):
  - Child abduction and community safety incidents
  - Children with family members in prison
  - Children Missing Education (CME)
  - Child missing from home or care
  - Child Sexual Exploitation (CSE)
  - Child Criminal Exploitation (CCE)
  - County Lines
  - Cybercrime
  - Domestic abuse
  - Faith based abuse
  - Female Genital Mutilation (FGM)
  - Forced marriage
  - Gangs and youth violence
  - Gender based abuse and violence against women and girls
  - Homelessness
  - Honour based abuse (so called)
  - Mental health
  - Modern slavery & the National Referral Mechanism
  - Online safety
  - Child-on-child abuse (including cyberbullying, racial, prejudicial and discriminatory bullying)
  - Preventing radicalisation and extremism
  - Relationship abuse
  - Serious Violence
  - Sexual Violence and Sexual Harassment
  - Upskirting
  - Youth produced sexual imagery, nudes/semi-nudes (“Sexting”)
- Additional information on these safeguarding issues and information on other safeguarding issues is included in KCSIE Annex B and Appendix 2 of this policy.
- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.
- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks, online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case-by-case basis.

- All members of staff are expected to be aware of and follow this approach if they are concerned about a child (taken from 'What to do if you are worried a child is being abused' DfE 2015)



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

## 11. Child protection procedures – taking action

Rokesly Junior School adheres to the Haringey Safeguarding Children multi-agency partnership procedures (Haringey LA). The full Haringey LA procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://haringeyscp.org.uk/>

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

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

- As soon as a member of staff or adult working in the school becomes aware that a child is suffering or likely to suffer harm, or in immediate danger they must let the DSL know immediately.
- The member of staff must make a record of what the child (ideally contemporaneously) is telling them/has told them and also record this on MyConcern as soon as possible after the alert to the DSL. The handwritten record should be scanned and added to the electronic record (see details under making a record of a concern).
- The DSL, along with the Deputy DSL will review the case and decide on the next steps. If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated

Children's Services (Haringey's Safeguarding Team) and/or the police in line with Haringey LA procedures.

- If the DSL or deputy DSL are not available, for example out of school hours, then any staff member or other adults can make a referral. The contact numbers for the MASH team are listed on Page 2 of this policy. During this call you should seek the advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm. During your phone call if you are a professional working with children you may be asked to complete a **MASH referral form** within 24 hours. This should be emailed securely to [mashreferral@Haringey.gcsx.gov.uk](mailto:mashreferral@Haringey.gcsx.gov.uk).
- Any member of staff/adult making a **direct** referral to the MASH team must inform the DSL as soon as possible, verbally and provide a written record of the concerns and actions taken.

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

- Staff must be vigilant at all times. In doing this, staff may well notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share and that they are vital in helping the DSL to build a picture of the child's well-being, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.
- Staff must follow school procedures and record the concern on MyConcern and inform the DSL or DSL as soon as possible that day. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

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

Staff should follow this approach:

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

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

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

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

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

#### **Early Help Assessments**

- The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Staff are trained to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL.

- If the DSL views that an early help assessment is appropriate they or the deputy DSL will lead on liaising with other agencies and in setting up inter-agency assessment, as require. Staff may be required to contribute and/or provide support in the early help assessment. They will ensure the appropriate early help support is put in place to support the child.
- The DSL will keep all early help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to Haringey's Safeguarding Team.

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

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

## 13. Confidentiality information sharing and record keeping

### Confidentiality

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

### Information Sharing

- Rokesly Junior School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2022.
- The safety of the child is always paramount, any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of pupils.
- Staff should never promise a student that they will not pass on child protection concerns to the relevant staff and agencies. However, the child should be reassured that:
  - their disclosure will be taken seriously, and it is **not** creating a problem
  - their disclosure will only be shared with relevant staff
  - staff will be sensitive to their feelings and concerns
  - their wishes will be heard
  - they will be kept informed of actions and support.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.



- Rokesly Junior school has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. Data protection officer: Judicium Consulting Limited, 72, Cannon Street, London EC4N 6AE
- DfE Guidance on Information Sharing (July 2018) provides further detail. The 7 'golden rules' for sharing information, and can support staff who have to make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputies).

### **Record keeping**

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing contemporaneously (this may be used as evidence if the disclosure becomes a Police matter) on Myconcern and passed without delay to the DSL. This should include speaking to the DSL. A body map will be completed if injuries have been observed.
- Records must be completed at the time using the child's words and shared as soon as possible after the incident/event. The record must be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL (and DDSLs). Safeguarding records are shared with staff on a 'need to know' basis only.
- Records will also be kept of any telephone calls, meetings or other communications for each child to build a full and detailed chronology. This may include other school records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

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

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

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

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2022) which covers safeguarding information for all staff.
  - School leaders, including the DSL will read the entire KCSIE document.School leaders and all members of staff who work directly with children are also expected to read Annex B within Keeping Children Safe in Education 2022.
  - All members of staff have signed to confirm that they have read and understood KCSIE Part One (or Annex A) and Annex B
  - **All** staff are expected to be aware of systems within their school which support safeguarding. This will be explained to them as part of staff induction and updated on a regular to ensure they are fully aware of current practice. This includes:

- The school aims to keep the profile and importance of safeguarding high. All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. Basic child protection training will take place annually including online safety training. In addition, a range of other specific safeguarding issues have been prioritised by leaders as most pertinent to the school. This includes training in Prevent, mental health, child-on-child abuse and domestic violence.
- All staff will receive regular safeguarding and child protection updates through staff briefings to provide them with relevant skills and knowledge to safeguard children effectively.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training including in online safety, behaviour management and the staff code of conduct to ensure they are aware of the school internal safeguarding processes as part of their induction.
- All staff members (including volunteers, agency and third-party staff) will be made aware of the school expectations regarding safe and professional practice via the staff the Staff Handbook and Acceptable Use Policy (AUP).
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies through staff discussions during inset sessions.
- The Headteacher will provide regular reports to the governing body safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## 16. Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school code of conduct.
- Staff will be made aware of the school behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff behaviour policy, Acceptable Use/online safety policies
- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
  - All staff are supported by the DSL in their safeguarding role.
  - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

## 17. Online safety

- At Rokesly Junior School we ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices, Staff and volunteers are provided with the overarching principles that guide our approach to online safety. We ensure that, as an organisation, we operate in line with our vision and within the law in terms of how we use online devices.
- It is recognised by Rokesly Junior School that the use of technology presents challenges and risks to children and adults both inside and outside of school. As a school we will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. The school sees technology and its use permeating all aspects of school. Our integrated approach to online safety is set out in detail in:

## Safeguarding and Child Protection Policy & Procedures (adapted from Model policy updated for September 2022)

- The online safety policy
  - Mobile phone and social media policy
  - Use of images policy
  - Remote learning policy
  - Threaded through other policies, including policies for the curriculum, subject teaching, behaviour, child-on-child abuse and RSE/PSHE.
  - Role and responsibilities of the DSL
- The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:
    - **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
    - **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
    - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
    - **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.
  - The deputy headteacher has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.
  - Rokesly Junior School uses a wide range of technology. This includes computers, laptops, chromebooks and other digital devices, the internet, our learning platform, intranet and email systems. All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
  - Rokesly Junior School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2022 has appropriate policies in place that are shared and understood by all members of the community. Further information regarding the specific approaches relating to this can be found in our online safety and acceptable use policies which can be found on the T-drive staff intranet
  - Rokesly Junior School will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering (through LGFL) and monitoring systems are in place.
    - If learners or staff discover unsuitable sites or material, they are required to: turn off monitor/screen, use a screen cover widget, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.
    - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
    - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and Islington as appropriate.
    - Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
    - When implementing appropriate filtering and monitoring, Rokesly Junior School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
    - Governors and leaders will check twice a year on the effectiveness of the filtering and monitoring systems
    - Rokesly Junior School acknowledges that whilst filtering and monitoring is an important part of safety responsibilities, it is only one part of our approach to online safety.
    - Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
    - Learners internet use will be supervised by staff according to their age and ability.
    - Learners will be directed to use age-appropriate online resources and tools by staff.

- Rokesly Junior School will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.
- Rokesly Junior School will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
  - providing information on our school website and through existing communication channels (such as official social media, newsletters etc.), offering specific online safety events for parents/carers.
- Rokesly Junior School will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.
- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as child-on-child abuse and Positive Behaviour. Internal sanctions and/or support will be implemented as appropriate.
- Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

## 18. Remote Learning

- Rokesly Junior school will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g. Google Classroom. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school staff code of conduct and Acceptable Use policy. When delivering remote learning, staff will follow school policy and guidance for remote learning.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents /carers will be informed who from the **school** their child is going to be interacting with online and who they contact in case they need help and/or support.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

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

- Rokesly Junior School acknowledges that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These children may have an impaired capacity to resist or avoid abuse both offline and online and face additional barriers in recognising abuse and neglect. These can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
  - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
  - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and communication barriers and difficulties in managing or reporting these challenges.
  - cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation.
- Children with communication difficulties will be supported to ensure that their voice is heard and acted upon.

- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our school will always consider extra pastoral support for children with SEN and disabilities. Details of support and provision can be found in the school's SEND policy and annual report.
- The DSL (or deputy) will work closely with the SENDCo to share information and plan support and monitor as required.

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

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are made aware of how children's experiences, can impact on their mental health, behaviour and education. Staff will be given regular training in mental health issues and how to recognise when child's mental health may be at risk.
- The school has appointed a lead for mental health, who is being trained to have the knowledge and skills to promote and lead on wellbeing and mental health across the 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. Staff are expected to be vigilant at all times and if they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.
- The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying.
- The school has in place a range of ways to support children's mental health both within and beyond the school. This includes routes to escalate and clear referral and accountability systems and training for staff, mental health first aiders, mental health lead, ELSA training

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

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

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

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

### 23. Children that go missing from education (CME)

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

#### Child-on-Child Abuse

- All members of staff at Rokesly Junior School recognise that children can abuse their peers. This can happen both in and out of school and online. We believe that no form of abuse can be tolerated. All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.
- All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:
  - that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
  - the importance of challenging inappropriate behaviour between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
  - that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved.
  - that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.
- In line with KCSIE 2022 the school recognises that child-on-child abuse is likely to include, but may not be limited to:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  - sexual violence
  - sexual harassment
  - upskirting
  - consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery);
- Details of the types and forms that child-on-child abuse can take can be found the school's in Appendix 6 of this policy.
- When responding to concerns relating to child on child sexual violence or harassment, school will follow the procedures set out in the school's child-on-child abuse policy. This follows the guidance outlined in KCSIE 2022 Part 5.

The school recognises consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSL (or deputy). The school will follow its protocol which follows the following advice [DfE Searching Screening and Confiscation Advice](#) (updated July 2022) and [UKCIS Education Group Sharing nudes and semi-nudes advice for education settings.](#)

### 24. Children who are lesbian, gay, bi, or trans (LGBT)

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

## 25. Gangs, County Lines, Serious violence, Crime and Exploitation

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

## 26. Female genital mutilation (FGM)

- All staff are made aware of the issues around FGM, so-called 'honour'-based abuse and forced marriage, as well as the signs and symptoms, the actions they must take and the MANDATORY duty to reporting any concerns to the Police.
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher or member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out (or maybe carried out) on a girl under the age of 18, the teacher/member of staff **must** report this to the police. See Appendix B for further details of this so-called 'honour'-based abuse and forced marriage.

## 27. Preventing radicalisation

- Children are vulnerable to extremist ideology and radicalisation. Schools have a duty to prevent pupils from being drawn into terrorism. Appendix 2 sets more details for staff on preventing radicalisation.
- The DSL will undertake Prevent awareness training and make sure that staff are appropriately trained to equip them to identify and protect any pupils at risk of radicalisation.
- The DSL (and any deputies) are aware of local procedures for making a Prevent and Channel referral which is seen as part of the school's wider safeguarding obligations.
- The DSL will ensure a detailed Prevent risk assessment is undertaken and reviewed at least annually. This includes the risks posed by pupils' access to the internet and social media and the school's mitigating actions, such as monitoring and filtering internet use.

## 28. Use of reasonable force

- The school has in place a policy for the use of reasonable force which enables and supports staff to make appropriate physical contact and use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- The school's policy follows DfE guidance [Use of reasonable force in schools](#), and includes:
  - response to risks presented by incidents involving children with additional vulnerability - SEND, mental health or with medical conditions,

- duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty
- positive and proactive behaviour support to reduce the occurrence of challenging behaviour and the need to use reasonable force.

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

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

## **30. Alternative provision**

- Rokesly Junior School sometimes places pupils in alternative provision either on a full or part time basis. The school recognises the additional vulnerabilities of these pupils and that the responsibility for their safeguarding remains with the school. The school has put in place checks to ensure the provider meets the needs of each pupil and there is regular communication on their welfare, well-being and safety.
- This also applies to children who cannot attend school for health reasons, and will be considered on a case by case basis.

## **31. Elective home education**

- If a parent/carer wishes to educate their child at home the school will provide the relevant LA contact details and information on how this can be done.

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

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

## **33. Safer Recruitment**



- Rokesly Junior School is committed to ensuring that we develop a safe culture and that all steps are taken to recruit staff and volunteers, this includes agency staff, contractors and third-party staff) who are safe to work with our learners and staff.
- Rokesly Junior School will follow the guidance in Keeping Children Safe in Education 2022 (Part Three 'Safer Recruitment') and from The Disclosure and Barring Service (DBS).
- The governing body and leadership team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The governing body will ensure that at least one of the persons conducting an interview has completed safer recruitment training.
- Rokesly Junior school is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We expect all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Any staff member failing to make accurate declarations or misrepresenting themselves in any way will be subject to the school's disciplinary policy.
- We will ensure that all staff and volunteers have read the code of conduct and understand that their behaviour and practice must be in line with it.

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

- Rokesly Junior School recognises that it is possible for any member of staff or adult working on behalf of the school, including volunteers, governors, contractors, agency and third-party staff (including supply teachers), visitors and contractors, to behave in a way that:
  - indicates they have harmed a child, or may have harmed a child;
  - means they have committed a criminal offence against or related to a child;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider Whistle blowing - see section below.
- Allegations should be referred immediately to the Headteacher who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.
- In the event of allegations of abuse being made against the Headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.
- The school's procedures are consistent with local safeguarding procedures and practice guidance. In line with KCSIE 2022, we have policy and procedures in place that covers:
  - Allegations that may meet the harms threshold
  - Concerns that do not meet the harm threshold
  - behaved in a way that has harmed a child, or may have harmed a child and/or
  - possibly committed a criminal offence against or related to a child, and/or
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children

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

- Rokesly Junior School has a legal requirement to refer to the Disclosure and Barring Service (DBS) where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults,
  - satisfied the harm test in relation to children and/or vulnerable adults; or
  - been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
- Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.
  - When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.
  - The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

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

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

### **35. Whistle blowing**

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrongdoing and be secure that such concerns will always be taken seriously by the leadership team. Wrongdoing covered by this 'public interest disclosure' includes:
  - someone's health and safety is in danger;
  - damage to the environment
  - a criminal offence (eg fraud)
  - not obeying the law;
  - covering up wrong-doing
  - misusing public funds
  - actions that negatively affect the welfare of children

All members of staff are made aware of the school Whistleblowing procedure It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. "If an allegation is shown to be deliberately invented or malicious, the school, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy"

- The DfE provides advice to staff who feel they need to raise concerns: Whistleblowing procedure for maintained schools [Whistleblowing procedure for maintained schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and Whistleblowing [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](http://www.gov.uk).
- Staff should raise concerns with
  - Line Manger
  - The headteacher
  - Local Authority
  - Union or Professional Association
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

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

- Where services or activities are provided under the direct supervision/management of staff the school arrangements for child protection will apply.
- Where services or activities are provided separately by another body using the **school** premises, the Headteacher and governing body will:

- seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
- put in place arrangements for the organisation to liaise with the school on safeguarding matters
- include safeguarding requirements in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. If this assurance is not achieved, an application to use premises will be refused.

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

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

### **38. Complaints**

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

### **39. Policy Monitoring and Review**

- This policy will be reviewed at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. Staff will be informed of any changes made.
- The DSL and deputy DSL(S)/safeguarding team/SENCo meet fortnightly to review all safeguarding cases and check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans.
- The Headteacher will provide regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.
- The governing body understands its responsibilities and duties as set out in KCSIE 2022 to ensure the effectiveness of the school's safeguarding arrangements, including those for online safety. In addition to the regular reports provided by the DSL, governors will take a proactive varied approach to checking the school's safeguarding arrangements. This will include: meetings with the DSL, termly checks of the SCR, review of school data.

## Appendix 1: Categories & Indicators of Abuse and Neglect

### KCSIE paras 22, 26-30 – updated KCSIE 2022

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

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

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

#### Signs that MAY INDICATE physical abuse

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

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

#### Signs that MAY INDICATE emotional abuse

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

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

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

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

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

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

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

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

This text is taken from Annex B of KCSIE (updated for KCSIE 2022) which contains further important additional information about specific forms of abuse and safeguarding issues.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **County lines**

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

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

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

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

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

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

### **Children and the court system**

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

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

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

### **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

### Children with family members in prison

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

### Cybercrime

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

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

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

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

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

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

### Domestic abuse

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

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

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

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



### **Operation Encompass**

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

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

### **National Domestic Abuse Helpline**

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

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

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

### **Homelessness**

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

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

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

### **Mental health**

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

More information can be found in the [Mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See

[Every Mind Matters](#) for links to all materials and lesson plans.

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

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

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

### **Preventing radicalisation**

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

**Extremism**<sup>145</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation**<sup>146</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism**<sup>147</sup> is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are [possible indicators](#) that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability.

Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

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

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

### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>148</sup> to the need to prevent people from being drawn into terrorism".<sup>149</sup> This duty is known as the Prevent duty.

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

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

### **Channel**

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

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

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

### **Additional support**

The Department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

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

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

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

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

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

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

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist

on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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

### **Serious Violence**

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

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

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

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

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

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

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

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

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

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

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

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM),

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

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

### **FGM**

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

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

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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. [FGM Fact Sheet](#). 151 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

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

#### **Forced marriage**

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

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

#### **Additional advice and support**

There is a wealth of information available to support schools and colleges. [See Appendix 7 and KCSIE Pages 153-160 as starting points.](#)

Appendix 3: Safer recruitment

## **Section i – recruitment and selection process**

<p>Commitment to recruit suitable people <a href="#">Para 205 and 206</a></p> <p>Details of training for staff involved in recruitment, including at least one person on an interview panel has completed safer recruitment training <a href="#">Para 207-208</a></p>
<p><b>Advert</b> <a href="#">Para 209-210</a></p> <p>Define role including job description and person specification covering</p> <ul style="list-style-type: none"> <li>– the skills, abilities, experience, attitude, and behaviours required for the post; and</li> <li>– the safeguarding requirements</li> <li>– whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.</li> </ul>
<p><b>Application forms</b> <a href="#">Para 211-214</a></p> <p>Policy should include:</p> <ul style="list-style-type: none"> <li>– statement advising applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children</li> <li>– how copy of child protection policy and practices and policy on employment of ex-offenders are provided to applicants</li> <li>– the information applicants are required to provide: personal details, current and former names, current address and national insurance number; details of their present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment; qualifications, the awarding body and date of award; details of referees/references; and a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.</li> <li>– Note that CVs will not be accepted without an accompanying completed application form.</li> </ul> <p><i>Note: Schools and colleges should not accept copies of curriculum vitae in place of an application form.</i></p>
<p><b>Shortlisting</b> <a href="#">Para 215- 220</a></p> <p>Policy should cover the school's approach to shortlisting:</p> <ul style="list-style-type: none"> <li>– that shortlisted candidates (not others <a href="#">para 215</a> should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. <i>Advice: maybe helpful to include examples or reference list in KCSIE <a href="#">Para 215</a></i></li> <li>– that applicants should be asked to sign a declaration confirming the information they have provided is true and that approach where the signature is electronic <a href="#">Para 217</a></li> <li>– the purpose and implications of the self-declaration <a href="#">Para 218</a></li> <li>– how candidates are shortlisted – by at least two people <b>who will</b> consider/look for any inconsistencies, gaps in employment and reasons given for them and all potential concerns <a href="#">Para 219</a></li> <li>– consider carrying out an online search (of shortlisted candidates) as part of due diligence - to help identify any incidents or issues that have happened, and are <u>publicly available online</u>, the school may explore any issues or concerns with the applicant at interview. <a href="#">Para 220</a></li> </ul>
<p><b>Employment history and references</b> <a href="#">Para 221-223</a></p> <p>Policy should state:</p> <ul style="list-style-type: none"> <li>– The importance of references in the recruitment process and that information from references will be used to confirm whether they are satisfied with the applicant's suitability to work with children <a href="#">Para 221</a></li> <li>– account is taken of the advice on gaining, checking, verifying and using points listed in <a href="#">Para 222</a></li> <li>– that references will be asked of current or last employer, and where possible from the employer where the applicant last worked with children</li> <li>– the source of the reference will be verified, and that the person completing the reference is in a senior role</li> <li>– information on the application form will be compared with that in the reference and any discrepancies taken up with the candidate</li> <li>– establish the reason for the candidate leaving their current or most recent post</li> <li>– make clear that appointments will not be confirmed until all references are in place/ issues resolved. <a href="#">Para 203</a></li> </ul>
<p><b>Selection</b> <a href="#">Para 224-228</a></p> <p>Policy should include</p> <ul style="list-style-type: none"> <li>– how school uses a range of selection techniques to identify the most suitable person for the post <a href="#">Para 224</a></li> <li>– questions will cover candidates suitability and motivation for post and working with children, exploring experiences of working with children, probing any gaps in employment or frequent changes in employment <a href="#">Para 224-225</a></li> <li>– exploration with candidates to determine their suitability to work with children <a href="#">Para 225</a></li> <li>– pupils/student involvement in the recruitment process in a meaningful way <a href="#">Para 226</a></li> <li>– observation of short-listed candidates (under appropriate supervision) <a href="#">Para 227</a></li> <li>– that information considered in decision making will be clearly recorded along with decisions made. <a href="#">Para 228</a></li> </ul>

<p><i>Advice: Include a policy statement that interviews and other observations will be recorded and any declarations checked. Details of how records of the application process will be kept and for how long. Para 258-260 of KCSIE Sept 2021 and Data Protection covers retention of DBS certificates: A toolkit for schools and the Annual review of school records and safe data destruction checklist section 2 human resources and guidance.</i></p>
<p>How school manages any disclosures of cautions and convictions on DBS, including data protection related to criminal information as a result of DBS filtering changes November 2020. <i>Also, actions if applicant has not declared these, school decision making concerning any disclosures and risk assessment).</i> <b>Para 243-245</b></p> <p><b>Questions that must now be asked and noted in application pack for applicants and recruitment policy</b></p> <ul style="list-style-type: none"> <li>➤ Do you have any unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974?</li> <li>➤ Do you have any adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974</li> </ul>
<p><b>Risk assessments</b></p> <ul style="list-style-type: none"> <li>- Any used?</li> <li>- Purpose eg: further checks for those who have lived and worked abroad, issue on DBS, disability, use of volunteers etc</li> <li>- Quality</li> <li>- Evidence of any follow up/usage</li> </ul>
<p><b>Section ii Pre-appointment vetting checks, regulated activity and recording information</b></p>
<p>Checks that must be undertaken when appointing individuals to work in regulated activity. <b>Para 229-230</b>. Policy must list the following checks <b>Par a 231</b>,</p> <ul style="list-style-type: none"> <li>- verify a candidate's identity (Note <b>new KCSIE Sept 2021</b>: best practice is checking the name on their birth certificate, where this is available)</li> <li>- obtain (via the applicant) an enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children <b>see also paras 236-247</b>)</li> <li>- obtain a separate children's barred list check (<i>if an individual will start work in regulated activity with children before the DBS certificate is available</i>)</li> <li>- verify mental and physical fitness to carry out their work responsibilities</li> <li>- verify the person's right to work in the UK, including EU nationals.</li> <li>- if a person has lived or worked outside the UK, make any further checks the school or college consider appropriate (<b>see also para 262-267.</b>)</li> <li>- verify professional qualifications, as appropriate to job.</li> </ul> <p>In addition, check that:</p> <ul style="list-style-type: none"> <li>- a person taking up a management position is not subject to a section 128 direction made by the Secretary of State (independent schools, including academies and free schools only) <b>see also para 252-253</b></li> <li>- an applicant employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State imposed by the GTCE, before its abolition in March 2012 <b>see also para 254-</b></li> <li>- reasonable steps are taken to establish whether an applicant employed carry out teaching work in relation to children, that person is subject to a prohibition order issued by the Secretary of State (<b>see also para 260-261</b>)</li> <li>- appropriate checks are carried out to ensure that individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations (<b>see also para 262-265</b>)</li> </ul>
<p>Include a definition of regulated activity <b>Para 235</b> – if a person</p> <ul style="list-style-type: none"> <li>- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children;</li> <li>- will be working on a regular basis in a specified establishment, such as a school, for or in connection with the purposes of the establishment, where the work gives opportunity for contact with children; or</li> <li>- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.</li> </ul>
<p><b>DBS checks (continuous service – moving from a previous post)</b></p> <p>Statement on school policy on obtaining DBS for applicants who have worked in a school in England, whose last post ended not more than 3 months before appointment, where the person had regular contact with children, were appointed after 12 May 2006 into post which did not include regular contact with children, or they worked in a further education provision that brought into regular contact with children. <b>Para 232-234</b></p> <p><b>Para 247</b> states a barred list check must be obtained in these circumstances</p>
<p><b>DBS checks (Types of checks)</b></p> <p>Statements:</p> <ul style="list-style-type: none"> <li>- making clear which type of DBS check will be undertaken – basic, standard, enhanced or enhanced with barred list check and for whom, and that DBS will be contained as soon as practical after appointment <b>Para 236-246,</b></li> </ul>

<ul style="list-style-type: none"> <li>- a barred list check must only be undertaken for a person who will engage in regulated activity. <a href="#">Para 239 and 247 (and flowchart on page 64)</a></li> <li>- if a person commences work ahead of completion of DBS check: the person will be appropriately supervised; all other checks completed and a barred list undertaken <a href="#">Para 241, 246 and 247</a></li> <li>- making clear that the DBS check certificate will be sent to the applicant and that this must be shown to the employer <a href="#">Para 242</a> <i>Advice: statement that failure to do so will be considered a disciplinary matter.</i></li> <li>- that school will assess cases fairly and in line with their policy on recruitment of ex-offenders <a href="#">Para 243-245</a></li> </ul>
<p><b>DBS update service</b> <a href="#">Para 248-251</a></p> <p>Policy statement that:</p> <ul style="list-style-type: none"> <li>- Individuals can join the DBS Update Service at the point that an application for a new DBS check is made. <a href="#">Para 248</a> <i>Advice in <a href="#">Para 249</a> indicates it is good practice, many schools and colleges require new staff to join the Update Service as part of their employment contract.</i></li> <li>- For applicants who subscribe to the Update Service, the school will: <ul style="list-style-type: none"> <li>▪ obtain consent from the individual to carry out an online check to view the status of an existing standard or enhanced DBS check</li> <li>▪ confirm the DBS certificate matches the individual's identity</li> <li>▪ examine the original certificate to ensure that it is valid for the children's workforce</li> <li>▪ ensure that the level of the check is appropriate to the job they are applying for, e.g. enhanced DBS check/enhanced DBS check including with barred list information. <a href="#">Para 250</a></li> </ul> </li> </ul>
<p><b>Recording information- the SCR</b> <a href="#">Para 257-277</a></p> <p>Policy statement of school approach to recording on the SCR:</p> <ul style="list-style-type: none"> <li>- must be maintained for all employed staff, agency staff and supply staff (even if work one day) and (independent schools) the proprietor body and (academies &amp; free schools) members of the trustees of the academy trust <a href="#">Para 267</a></li> <li>- this will be kept on paper or electronically <a href="#">Para 273</a></li> <li>- what is recorded on SCR and that date on which each check was completed to certificate obtained. <a href="#">Para 270</a> <ul style="list-style-type: none"> <li>▪ barred list check</li> <li>▪ an enhanced DBS check requested/certificate provided</li> <li>▪ a prohibition from teaching check</li> <li>▪ further checks on people who have lived or worked outside the UK</li> <li>▪ a check of professional qualifications, where required; and</li> <li>▪ a check to establish the person's right to work in the United Kingdom.</li> </ul> </li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>▪ colleges <b>must</b> record whether the person's position involves 'relevant activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18; and</li> <li>▪ independent schools (including academies &amp; free schools) <b>must</b> record details of the section 128 checks undertaken for those in management positions.</li> </ul> <ul style="list-style-type: none"> <li>- details of an individual will be removed from the SCR once they no longer work in the school <a href="#">Para 271</a></li> <li>- the written confirmation from business supplying the member of supply staff that the business has undertaken the relevant checks and obtained the appropriate certificates <a href="#">Para 269 (see also para 285-288)</a></li> <li>- details of any non-statutory information held on the SCR, such as staff training, references, checks on volunteers, checks on governors <a href="#">Para 272</a></li> </ul>
<p><b>Multi-academy trusts</b></p> <p>Statement on MAT approach to maintaining SCR for trust and individual schools within trust <a href="#">Para 274</a></p>
<p><b>Retention of documents</b> <a href="#">Para 275-277</a></p> <p>Statement on school policy for recruitment document retention:</p> <ul style="list-style-type: none"> <li>- copy of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA 2018 Article 10 – should not be kept for longer than six months after check</li> <li>- copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.</li> </ul>
<p><b>Section iii Other checks that may be necessary for staff, volunteers and others, including the responsibilities on schools and colleges for children in other settings</b></p>
<p><b>Individuals who have lived or worked outside the UK</b> <a href="#">Para 279-284</a></p> <p>This covers all countries including those in the EU/EEA.</p> <ul style="list-style-type: none"> <li>- Statement that details school approach to obtaining this information through overseas records checks and/or obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked <a href="#">Para 280-283</a></li> </ul>



<ul style="list-style-type: none"> <li>- If the information is not available school will undertake a risk assessment that supports decision making based on available information <b>Para 281</b></li> <li>- Statement about applying for QTS <b>Para 284</b></li> </ul> <p><i>Advice: always make a record of the decision in the staff file.</i></p> <p><b>See also separate DfE advice on recruiting staff from overseas</b></p>
<p><b>Agency and third-party staff (supply staff) Para 285-288</b></p> <p>Statement school will:</p> <ul style="list-style-type: none"> <li>- obtain written notification from any agency, or third-party organisation, that they have carried out the checks on an individual who will be working at the school that the school would otherwise perform <b>Para 285</b></li> <li>- obtain written confirmation of the enhanced DBS check <b>Para 286</b></li> <li>- check that the person presenting themselves for work is the same person on whom the checks have been made. <b>Para 288</b></li> </ul>
<p><b>Contractors Para 289-294</b></p> <p>Statement school will:</p> <ul style="list-style-type: none"> <li>- agree safeguarding requirements in the contract between the organisation <b>Para 289</b></li> <li>- Schools and colleges are responsible for determining the appropriate level of supervision <b>Para 292</b></li> <li>- any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check <b>Para 290</b></li> <li>- contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information) <b>Para 290</b></li> <li>- contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required <b>Para 291</b></li> <li>- individuals who are self-employed, the school will consider obtaining the DBS check (as self-employed people are not able to make an application directly to the DBS on their own account) <b>Para 293</b></li> <li>- always check the identity of contractors on arrival at the school or college. <b>Para 294</b></li> </ul>
<p><b>Trainee/student teachers Para 295-297</b></p> <ul style="list-style-type: none"> <li>- for initial teacher trainees who are salaried by the school all necessary checks are carried out if trainees are engaging in regulated activity <b>Para 295</b></li> <li>- for fee-funded trainee teachers the initial teacher training provider has the responsibility to carry out the necessary checks and provider written confirmation to the school that all pre-appointment checks have been carried out and the trainee has been judged by the provider to be suitable to work with children. <b>Para 296</b></li> <li>- statement about recording fee-funded trainees on SCR <b>Para 297</b></li> </ul>
<p><b>Visitors Para 298-303</b></p> <p>Policy should;</p> <ul style="list-style-type: none"> <li>- set out types of visitors to school premises <b>Para 298</b></li> <li>- state headteacher will use their professional judgment about the need to escort or supervise such visitors <b>Para 300</b></li> <li>- will not request DBS checks for visitors such as children's relatives or other visitors attending a sports day <b>Para 299</b></li> <li>- visitors who are there in a professional capacity school will check ID and be assured that the visitor has had the appropriate DBS check <b>Para 301</b></li> <li>- set out the arrangements for individuals from external organisations that provide information, resources and speakers include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required <b>Para 302-303</b></li> </ul>
<p><b>Volunteers Para 304-311</b></p> <p>Policy should make clear that:</p> <ul style="list-style-type: none"> <li>- School recognises the role volunteers can play and that children often see volunteers as being safe and trustworthy adults <b>Para 287</b></li> <li>- under no circumstances should a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity <b>Para 288</b></li> <li>- a written risk assessment will be undertaken and used to help decide what checks, if any, are required. <b>Para 288-289</b></li> </ul> <p>The risk assessment should consider will be recorded and include:</p> <ul style="list-style-type: none"> <li>▪ the nature of the work with children, especially if it will constitute regulated activity, including the level of supervision (<i>see paragraphs 292-293 about supervision</i>);</li> <li>▪ what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers</li> </ul>

<ul style="list-style-type: none"> <li>▪ whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability;</li> <li>▪ whether the role is eligible for a DBS check and if it is, what level is appropriate.</li> </ul> <ul style="list-style-type: none"> <li>- school will obtain an <b>enhanced DBS check</b> (which should include children's barred list information) for all volunteers who are new to working in regulated activity with children <b>304-308</b></li> <li>- school will determine <b>supervision</b> based on whether:             <ul style="list-style-type: none"> <li>- a volunteer is considered to be supervised. have regard to the statutory guidance issued by the Secretary of State (see Annex E)</li> <li>- the supervision must be by a person who is in regulated activity relating to children and reasonable in all the circumstances to ensure the protection of children. <b>Para 309-310</b></li> </ul> </li> <li>- <b>existing volunteers</b> engaging in regulated activity do not have to be re-checked if they have already had a DBS check unless the school have any concerns <b>Para 311</b></li> </ul>
<p><b>Maintained school governors</b> <b>Para 312-315</b></p> <p>State that:</p> <ul style="list-style-type: none"> <li>- all governors are required to have an enhanced DBS check <b>Para 312</b></li> <li>- governors do not need a children's barred list check unless, in addition to their governance duties, they also engage in regulated activity <b>Para 313</b></li> <li>- a section 128 check is required because a person prevented from participating in the management of an independent school by a section 128 direction, is also disqualified from being a governor of a maintained school <b>Para 314</b></li> <li>- whether the school chooses to record this information on SCR <b>Para 314</b></li> <li>- there is no requirement for associate members to undergo an enhanced DBS checks unless they also engage in regulated activity at their school. <b>Para 315</b></li> </ul>
<p><b>Sixth form college governors</b> <b>Para 316-317</b></p> <p>State that governing bodies in sixth form colleges can request an enhanced DBS check without a children's barred list check on an individual as part of the appointment process for governors.</p>
<p><b>Proprietors of independent schools, including academies and free schools and proprietors of alternative provision academies</b> <b>Para 318-325</b></p> <ul style="list-style-type: none"> <li>- the chair or proprietor is checked by the Secretary of State <b>Para 318-320</b></li> <li>- the chair ensures that for the other members of the body the following checks are completed before, or as soon as practicable after, any individual takes up their position:             <ul style="list-style-type: none"> <li>- an enhanced DBS check undertaken, and that where such a check was undertaken and certificate is obtained <b>Para 318</b></li> <li>- identity check <b>Para 318</b></li> <li>- check individual is not subject to a section 128 direction that would prevent them from taking part in the management of an independent school (including academies and free schools) <b>Para 318</b></li> <li>- any further checks, as the chair considers appropriate, should be undertaken where, by reason of the individual's living or having lived overseas <b>Para 322</b></li> </ul> </li> <li>- For academy trusts, including those established to operate a free school:             <ul style="list-style-type: none"> <li>- the trust requires enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees <b>Para 324</b></li> <li>- if an academy trust delegates responsibilities to any delegate or committee (including a local governing body), the trust <b>must</b> require DBS checks on all delegates and all members of such committees and check that members are not disqualified from taking part in the management of the school as a result of a section 128 direction <b>Para 325</b></li> </ul> </li> </ul>
<p><b>Alternative provision</b> <b>Para 326-327</b></p> <ul style="list-style-type: none"> <li>- the school continues to be responsible for the safeguarding of any pupil placed in an alternative provider and be satisfied that the provider meets the needs of the pupil <b>Para 326</b></li> <li>- obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment. <b>Para 327</b></li> </ul>
<p><b>Adults who supervise children on work experience</b> <b>Para 326-333</b></p> <p>School policy states that:</p> <ul style="list-style-type: none"> <li>- the placement provider is expected to have policies and procedures in place to protect children from harm <b>Para 328</b></li> <li>- children's barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school will consider:             <ul style="list-style-type: none"> <li>- the specific circumstances of the work experience</li> <li>- the nature of supervision</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>- the frequency of the activity being supervised, to determine what, if any, checks are necessary – will it count as regulated activity <b>Para 329</b></li> <li>- whether the person providing the teaching/training/instruction/supervision to the child on work experience will be unsupervised themselves; and providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight). <b>Para 330</b></li> <li>- is not able to request that an employer obtains an enhanced DBS check with children’s barred list information for staff supervising children aged 16 to 17 on work experience <b>Para 332</b></li> <li>- if a child is doing work experience in a school or college, the school should check with a DBS enhanced check is requested for the child in question, provided the child is aged 16 or over. <b>Para 323</b></li> </ul>
<p><b>Children staying with host families (homestay) Para 334-335</b></p> <p>Statement that</p> <ul style="list-style-type: none"> <li>- the school may make arrangements for children receiving education at their institution to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. <i>For example, as part of a foreign exchange visit or sports tour, often described as ‘homestay’ arrangements (see Annex D).</i></li> <li>- in some circumstances the arrangement where children stay with UK families could amount to “private fostering” under the Children Act 1989.</li> </ul>
<p><b>Private fostering - LA notification when identified Para 336-339</b></p> <ul style="list-style-type: none"> <li>- Define that private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. That this arrangement is continue for more than 28 days.</li> <li>- Brief policy statement that where private fostering arrangements come to the attention of the school (and the school is not involved in the arrangements), the local authority will be informed so it can check the arrangement is suitable and safe for the child.</li> </ul>
<p><b>Section iv How to ensure the ongoing safeguarding of children and the legal reporting duties on employers</b></p>
<p><b>Ongoing vigilance Para 342-343</b></p> <p>Clear statement that:</p> <ul style="list-style-type: none"> <li>- safeguarding vigilance continues beyond the recruitment process and</li> <li>- safeguarding is not limited to recruitment procedures</li> <li>- governing body and all staff are committed to the safety and welfare of children and this is embedded in all the school’s processes and procedures and enshrined in its ethos. <b>Para 341 and link to Parts 1 2</b></li> <li>- governing body ensures the processes are in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. <b>Para 342</b></li> <li>- to support this, leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children. This can assist leaders to support staff, where there is a need, and help them manage children’s safety and welfare, potentially providing them with information that will help them consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in their care. <b>Para 343</b></li> </ul>
<p><b>Existing staff Para 344-346</b></p> <p>Statement that there are circumstances where the school will need to carry out new checks on existing staff. These are when:</p> <ul style="list-style-type: none"> <li>- an individual working at the school or college moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children. In such circumstances, the relevant checks for that regulated activity must be carried out;</li> <li>- there has been a break in service of 12 weeks or more; or</li> <li>- there are concerns about an individual’s suitability to work with children.</li> </ul>
<p><b>Duty to refer to the Disclosure and Barring Service Para 329-332</b></p> <p>Statement that:</p> <ul style="list-style-type: none"> <li>- There is a legal requirement for the school to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left, and they believe the individual has:             <ul style="list-style-type: none"> <li>- engaged in relevant conduct in relation to children and/or adults,</li> <li>- satisfied the harm test in relation to children and/or vulnerable adults; or</li> <li>- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. <b>Para 328</b></li> </ul> </li> <li>- The DBS will consider whether to bar the person <b>Para 330</b></li> </ul>

- Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information. **Para 331**
- When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance. **Para 332**

**Duty to consider referral to the Teaching Regulation Agency **Para 346\*351****

Statement that:

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

## Appendix 4: Allegations of abuse made against staff

The school adopts the LA model policy and can be found in the policies file in the school office.

**Para 352** states

Schools and colleges should have their own procedures for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors.

**Para 354** states

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

*Advice:*

*There should be a brief overview and reminder about who to report allegations to in the SG\_CP policy with details covered in Part 4 set out in a separate policy and in line with local procedures.*

### **Section one: Allegations that may meet the harms threshold (paras355-421)**

- This guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:
  - behaved in a way that has harmed a child, or may have harmed a child and/or;
  - possibly committed a criminal offence against or related to a child and/or;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

**Para 355**

*Note: The last bullet point above includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, this is known as transferable risk. **Para 356***

- An appropriate assessment of transferable risk to children with whom the person works will be undertaken and advice sought from the local authority designated officer (LADO). **Para 357**
- Statement about who to report allegations too. EG: the headteacher, if it concerns a member of staff or if the allegation concerns the headteacher, the report should be made to the Chair of Governors. **Para 358**
- A “case manager” will lead any investigation. This will be either the headteacher or principal, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor. **Para 358**
- The policy should cover the following aspects:
  - The initial response to an allegation **Para 359-368**
  - No further action **Para 368**
  - Further enquiries **Para 369-372**
  - Supply teachers and all contracted staff **Para 373-376**
  - Governors **Para 377**
  - Suspension **Para 378-385**
  - Supporting those involved - Duty of care **Para 386-388**
  - Confidentiality and Information sharing **Para 389-397**
  - Allegation outcomes [Substantiated Malicious False Unsubstantiated or Unfounded]. This includes duty to refer to TRA and, where required, to the DBS **Para 398-402**
  - Following a criminal investigation or a prosecution **Para 403-404**
  - Unsubstantiated, unfounded, false or malicious allegations. This must cover an allegation that is shown to be deliberately invented or malicious, and how the school will consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy (often known as Code of Conduct) **Para 405-406**
  - Returning to work **Para 407**
  - Managing the situation and exit arrangements Resignations and ‘settlement agreements’ **Para 406-413**
  - Record keeping **Para 414-417**
  - References **Para 418**
  - Learning lessons **Para 419-420**
  - Non recent allegations **Para 421**

## Section Two: Concerns that do not meet the harm threshold

Policy statement:

- this covers process to manage and record any such concerns and take appropriate action to safeguard children for dealing with concerns (including allegations) which do not meet the harm threshold set out in section 1
- 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. [Para 422](#)
- The policy should cover the following aspects:
  - Low level concerns, including note on creating a culture in which all concerns about adults are shared responsibility and with the right person, recorded and dealt with appropriately [Para 423--424](#)
  - What is a low-level concern? Include some examples of low-level concerns in the policy and likely sources, eg a child, parent or other adult within the school [Para 425-428](#)
  - Staff code of conduct and safeguarding policies [Para 429-431](#)
  - Sharing low-level concerns, should note that headteacher is ultimate decision maker, may consult with DSL. Must also include a note that low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. [Para 432-435](#)
  - Recording low-level concerns [Para 436-439](#)
  - References [Para 440](#)
  - Responding to low-level concerns [Para 441-444](#)

## Appendix 5: Online safety

The school has an Online Safety policy that can be found in the policy file in the school office.

- Staff awareness that abuse can take place online [Para 24, 26, 29, 31, 35, and 123](#)
- Documented whole school approach to online safety that takes account of the 4Cs (conduct, content, communication and commerce) [Para 134-135](#)
- Online safety policy that also cover use of mobile and smart technologies, consideration of the 4 Cs and the risks posed to pupils both at home and school and how the school addresses these [Para 137,](#)
- Dealing with cybercrime [Page 143 Annex B](#)
- Coverage should include child-on-child abuse, sexual harassment and social media [Paras 24, 32-35, 45-47 also Annex B page 141 \(county lines\), page 147 \(Prevent\) and paras 451-453 and page 149 \(sexual harassment\) including non-consensual sharing of nudes and semi-nudes and/or videos and how these can put children at risk](#)
- Training for staff in online safety [Para 123-127](#)
- Opportunities to teach children about online safety this includes duties of governing body, teaching of RSE, use of DfE advice 'Teaching online safety in schools' and how the school manages increased risk for some SEND children [Para 128-133](#)
- Online safety is a thread across all relevant policies and procedures [Para 136](#)
- Remote learning and safe approaches – identify to parents, websites child may access and who from school they maybe in contact with [Para 138-139](#)
- Overblocking [Para 133](#)
- Filtering and monitoring [Para 133, 140-142](#)
- Information security [Para 143](#)
- Reviewing online safety (use of review tools) [Para 144-148](#)
- Information and support [Para 147 & Annex pages 156-157](#)
- DSL takes lead role for online safety [Para 102](#) (if delegated who to and how)

## Appendix 6: Child-on-child abuse

**Types of child-on-child abuse** listed in KCSIE (para 35):

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

Policy should be divided into four sections:

- 1) Introduction, policy aims and the different forms child-on-child abuse can take – see list below (Para 158)  
*and make clear that*  
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/college. **Part 5 (Para 482) & summary pages 149-150 Annex B (also Para 33 & Annex A paras 570-571**
- 2) Dealing with child-on-child abuse (bullying) that is not classed as sexual violence and sexual harassment
- 3) Dealing with incidents of child-on-child sexual violence and sexual harassment
- 4) The school's approach to preventing child-on-child abuse and teaching about safeguarding – the anti-bullying strategy Para **128-133 (Part 2) and 458 (Part 5)**

**KCSIE 2022 (Para 156)** states a policy should include:

- procedures to minimise the risk of child-on-child abuse
- the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously
- how allegations of child-on-child abuse will be recorded, investigated and dealt with
- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- a recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children
- recognition that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously
- The different forms bullying can take:
  - o bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - o abuse in intimate personal relationships between peers;



- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment *Part 5*
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting) and school approach (refer to DfE [Searching Screening and Confiscation Advice](#) and [UKCIS Education Group Sharing nudes and semi-nudes advice for education settings](#). Schools should also have in place policy and/or protocol for dealing with inappropriate images on a phone or device and the school approach to searching and reporting. Useful sources of advice of this are: [Managing Sexting Incidents | SWGfL](#) and [Overview of Sexting Guidance.pdf \(publishing.service.gov.uk\)](#)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence)
- initiation/hazing type violence and rituals.

### Section One – aims of policy

- reminder to staff that 'it can happen here' *Para 33, 445, 446, 450, 451 and 482*
- reminder it can happen inside and outside school and online *Para 445-449, 450 and 451*
- importance of acknowledging and understanding scale of harassment and abuse, reference to term harmful sexual behaviours and the impact on a child *Para 454-457*
- definitions of sexual violence *Paras 450* and sexual harassment *Para 452*
- awareness that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react *Para 19 and 459-463*
- zero tolerance approach – never acceptable or tolerated *Para 450*
- girls being more likely to be victim of sexual violence or sexual harassment *Para 156 and 448*, also recognition of increased risk for SEND pupils
- details of how all incidents of bullying will be recorded, analysed and reported to governors and senior leaders. This includes looking for patterns and trends and links to safeguarding.

### Section Two – Non-sexual child-on-child abuse

- The school's current procedures for dealing with bullying that is non-sexualised. In the main this covers:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - abuse in intimate personal relationships between peers;
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

### Section Three – child-on-child sexual violence and sexual harassment

- the designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and should be involved in the decision making on the initial response by the school. Important considerations will include: (*Para 482*)
  - the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
  - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
  - the ages of the children involved
  - the developmental stages of the children involved
  - any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
  - if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
  - that sexual violence and sexual harassment can take place within intimate
  - personal relationships between children

- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff, and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- **response to a report of sexual violence and sexual harassment** Para 459-453
- **steps school will take** in response to a report Para 465-469
- **reassurance** for victims that they are taken seriously, regardless of time taken to come forward and that abuse can have occurred online or outside school, not creating a problem, reassured not the feel ashamed or that they will be criminalised Para 468
- **record keeping** - recording all discussions and decisions in writing Para 469
- the **management of reports**, two staff present, if online – not viewing images, not promising confidentiality, trauma/impact of reporting, listening, additional barriers of reporting for some pupils, fact recording only, informing DSL as soon as possible Para 469
- **risk assessment** process, including involving social care Para 479-481
- **follow up actions** - what to consider, such as age of child, seriousness of incident, power imbalance ... 482-483
- **four management options** 1) manage internally, 2) early help, 3) referral to children's social care and 4) reporting to Police 484-507 also managing the criminal process paras 515-526)
- **unsubstantiated, unfounded, false and malicious reports** - review of records for patterns of concerning and problematic or inappropriate behaviour and if found false, consideration that the child and/or person who made allegation is in need of support and any disciplinary action Para 527-529
- **ongoing response** – safeguarding & supporting the victim Para 530-539
- **safeguarding & supporting** the alleged perpetrator(s) and children/YP who have displayed harmful sexual behaviour Para 540-542
- **discipline** and the alleged perpetrators Para 543-545
- **working with parents and carers** Para 546-551
- **safeguarding other children** Para 552-557

## Appendix 7: Sources of support and advice

Links to sources of further advice and support for school staff, volunteers, governors and parents/carers. Additional links can be found throughout KCSIE 2022, and in Annex B (specific issues) across pages 153-160.

### Support for staff

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

### Support for Learners

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

### Support for adults

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

### Support for Learning Disabilities

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

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

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

### Domestic Abuse

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

### Honour Based Abuse and FGM

- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)
- FGM Factsheet:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
- Mandatory reporting of female genital mutilation: procedural information:  
[www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

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

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)

**Mental Health**

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

**Online Safety**

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

**Radicalisation and hate**

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