



Safeguarding and Child Protection Policy

This policy applies to all pupils and staff of Abbot's Hill School including EYFS.

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School Contacts

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Nominated Safeguarding Governor: Gordon James	Email: pabursar@abbotshill.herts.sch.uk Tel: 01442 839107

1 Policy statement

- 1.1 The school's policy has regard to statutory guidance:
[Keeping Children Safe in Education September 2020](#) ;
[Working Together to Safeguard Children 2018 \(updated February 2019\)](#) ;
[What to do if you're worried a child is being abused March 2015](#) ;
[COVID 19: Safeguarding in schools colleges and other providers](#)
[Disqualification under the Childcare Act 2006 \(updated August 2018\)](#)
and [Revised Prevent Duty Guidance for England and Wales 2015 \(updated April 2019\)](#),
and:
- 1.1.1 has been authorised by the Board of Governors of the school;
- 1.1.2 is published on the school website and available in hard copy to parents on request;
- 1.1.3 can be made available in large print or other accessible format if required;
- 1.1.4 its procedures apply wherever staff, Governors or volunteers are working with pupils even where this is away from the school, for example an educational visit;
and
- 1.1.5 also applies to the Early Years Foundation Stage (EYFS) provision.
- 1.1.6 remains in force throughout the response to Covid 19
- 1.2 Every pupil should feel safe and protected from any form of abuse. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school will take all reasonable measures to:

- 1.2.1 ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people in accordance with: the guidance given in Keeping Children Safe in Education September 2020; Disqualification under the Childcare Act 2006 (updated August 2018) ; the Independent School Standards (April 2019); the Statutory Framework for the Early Years Foundation Stage (March 2017) and Early years foundation stage: coronavirus disapplication (July 2020) . See also the school's separate **Safer Recruitment and Selection Policy**;
- 1.2.2 ensure that where staff from another organisation are working with our pupils on another site, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff;
The school must check that external activity providers have appropriate safety standards and liability insurance. The Council for Learning Outside the Classroom (LOtC) awards the LOtC Quality Badge to organisations which meet nationally recognised standards. Where the organisation does not hold the badge, the school must check they are an appropriate organisation to use. This will include checking:
- their insurance
 - they meet legal requirements
 - their health and safety and emergency policies
 - their risk assessments and control measures
 - their use of vehicles
 - staff competence
 - safeguarding training
 - accommodation
 - any sub-contracting arrangements they have
 - that they have a licence where needed. Pupils will not be left unsupervised if these measures are not in place.
- 1.2.3 follow the local inter-agency procedures of the Hertfordshire Safeguarding Children Partnership;
<http://www.hertsdirect.org/services/healthsoc/childfam/childprotection/hertssafboard/parentscarers/reportcon/>
- 1.2.4 be alert to signs of abuse both in the school and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
- 1.2.5 deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his / her agreed child protection plan;
- 1.2.6 design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- 1.2.7 be alert to the needs of children with physical and mental health conditions; and those with special educational needs for whom additional barriers can exist when recognising abuse and neglect.
- 1.2.8 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- 1.2.9 assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- 1.2.10 identify children who may be vulnerable to radicalisation, and know what to do when they are identified;

1.2.11 teach pupils about safeguarding (including Online Safety), for example through the use of online resources, through the curriculum and PSHCEE, together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help (see also the school's **Online Safety Policy**); Pupils in Key Stage 3 and 4 complete the OSA Certificate of Online Safety at the start of the Key Stage.

<https://onlinesafetyalliance.org/osa-certificate/>

1.2.12 take all practicable steps to ensure that school premises are as secure as circumstances permit;

1.2.13 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the school or in the local area; and

1.2.14 have regard to regulations and standards issued by the Secretary of State for Education (DfE) in accordance with section 94 of the Education and Skills Act 2008 and sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and associated regulations.

1.3 Keeping Children Safe in Education September 2020 defines safeguarding and promoting the welfare of children 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.

The Prevent Duty Guidance for England and Wales emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

1.4 Keeping Children Safe in Education September 2020 provides that the inspection of independent schools will ensure that the Independent School Standards which concern the welfare, health and safety of children are met.

1.5 Related policies

1.5.1 The following policies and procedures are also relevant to the school's safeguarding practices:

(a) Staff Code of Conduct and Safe Working Practice Policy*

(b) Behaviour Policy

(c) Whistleblowing Policy

(d) Safer Recruitment and Selection Policy

(e) Anti-bullying Policy

(f) Online Safety Policy*

(g) Missing Child Policy

(h) Policy on supporting pupils at school with medical conditions

(i) Self-Harming Policy and Procedure

(j) Prevent Strategy Review and Further Implementation Plan

1.5.2 These policies are available on the school website, in the school Policies folder on the school's intranet (T Drive) and hard copies are available on request.

* A hard copy is provided in Induction Folder alongside other relevant policies. Links to other policies on the T drive are provided by email.

2 The Designated Safeguarding Lead

2.1 The school's Board of Governors has appointed a member of staff of the school's Senior Leadership Team with the necessary status and authority (Designated Safeguarding Lead) to be responsible for matters relating to child protection and welfare.

2.2 The Designated Safeguarding Lead shall be given the time, funding, training, resources and support to enable him/her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

2.3 Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the school. If preferred, parents may discuss concerns in private with the pupil's class teacher/form tutor, child's form teacher or the Head who will notify the Designated Safeguarding Lead in accordance with these procedures.

2.4 The name and contact details of the Designated Safeguarding Lead are set out in the School Contacts list at the front of this Policy. They, together with the main responsibilities of the Designated Safeguarding Lead, are also set out in Appendix 1.

2.5 If the Designated Safeguarding Lead is unavailable his / her duties will be carried out by one of the Deputy Designated Safeguarding Leads. The Deputy Designated Safeguarding Leads' details are also set out in the school contacts list and in Appendix 1. In this Policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Leads where the Designated Safeguarding Lead is unavailable.

2.5.1 Options will then include managing any support for the child internally via the school's own pastoral support processes, an early help assessment; or a referral for statutory services for example as the child might be in need, is in need or suffering or likely to suffer harm.

3 Duty of staff, Governors and volunteers

3.1 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that at all times consideration should be made to what is in the best interests of the child.

3.2 All staff (including supply staff), Governors and volunteers of the school are under a general legal duty:

3.2.1 to protect children from abuse;

3.2.2 to be aware of the terms and procedures in this Policy and to follow them;

3.2.3 to know how to access and implement the procedures in this Policy, independently if necessary; (following the referral process in section 4)

3.2.4 to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the

foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment.

- 3.2.5 to be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989. Especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments);
 - 3.2.6 to provide a safe environment in which children can learn;
 - 3.2.7 to keep a sufficient record of any significant complaint, conversation or event in accordance with this Policy;
 - 3.2.8 to report immediately any matters of concern about a child's welfare to the DSL or deputy, in accordance with this Policy;
 - 3.2.9 to know what to do if a child tells them he/she is being abused or neglected. All staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child, and
 - 3.2.10 for teachers to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. (Teachers' Standard 2012)
- 3.3 Staff connected to the school's Early Years and Later Years provisions are under an ongoing duty to inform the school if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the school's **Safer Recruitment Policy** for further information about this duty. Staff must immediately inform the Head of any circumstances that may impact on their suitability to work with children, including but not limited to any arrests, convictions, charges or cautions for criminal offences. Staff may be required to complete a self-declaration form to ensure that the information held in this regard is up to date. A failure to disclose such information in accordance with this clause or complete the self-declaration form may be treated as a disciplinary matter and could lead to dismissal.
- 3.4 The Board of Governors ensures that the school's safeguarding arrangements take into account the procedures and practice of the Hertfordshire Safeguarding Children Partnership. The Board of Governors has nominated one of its members to take leadership of the school's safeguarding arrangements on behalf of the Board and to liaise with external agencies where this is required, including in the event of allegations of abuse made against the Head or a member of the Board of Governors. The Nominated Safeguarding Governor is Gordon James.
- 3.5 Training
- 3.5.1 Induction
 - (a) All staff, including temporary staff and volunteers, will be provided with induction training that includes:
 - (i) this Policy;*
 - (ii) the **Behaviour Policy**;
 - (iii) the **Staff Code of Conduct and Safe Working Practice Policy** * including the **Whistleblowing Policy**;

- (iv) the role of the Designated Safeguarding Lead and his / her identity and contact details together with that of his / her Deputies; *
- (v) child protection training in accordance with Hertfordshire Safeguarding Children Partnership procedures;
- (vi) a copy of Part 1 and 5 of Keeping Children Safe in Education September 2020 including Annex A, (included in this policy as **Appendix 2**) and will be required to confirm in writing that they have read and understood these. and confirm they have read and understood other relevant sections of KCSIE that are required as part of their role; (see **Appendix 8**)
- (vii) the online general awareness training module on Channel or WRAP Prevent Training;
- (viii) safeguarding briefing that identifies the DSL and deputies, location and methods of recording information and concerns;
- (ix) training on how to manage a report of child on child sexual violence and sexual harassment;
- (x) awareness of the Safeguarding response to children that go missing from education;
- (xi) **Online Safety and Acceptable Use Agreement.***

*Hard copy provided in Induction Folder alongside other relevant policies. Links to other policies on the T drive are provided by email or access to Educare modules to support training.

3.5.2 Child protection training

- (a) Prior to starting at the school, all staff including the Head will receive a copy of this policy, Part 1 and 5 of Keeping Children Safe in Education September 2020 including Annex A, (included in this policy as Appendix 2) and will be required to confirm in writing that they have read and understood these. and confirm they have read and understood other relevant sections of KCSIE that are required as part of their role (see **Appendix 8**)
- (b) Any subsequent updates to the Policy or Keeping Children Safe in Education will be issued to all staff and confirmation is required that they have read and understood these.
- (c) The Head and all staff members will undertake appropriate child protection training every 3 years in consultation with the Hertfordshire Safeguarding Children Partnership. Training will include guidance on the duties of staff in relation to both children in need and children at risk of harm. In addition all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- (d) Staff development training will also include training on online safety and, where they have not been able to access other Prevent training assessed as appropriate for them by the school, the online general awareness training module on Channel.
- (e) All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Staff should, in particular be alert to the potential need for early intervention for a child who:

- i. Is disabled and has specific additional needs
 - ii. Has special educational needs (whether or not they have a statutory Education, Health and Care Plan) recognising that children with SEND can be more prone to peer group isolation than other children and consider extra pastoral support for those children
 - iii. Is a young carer
 - iv. Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - v. Is frequently missing/goes missing from care or home
 - vi. Is at risk of modern slavery, trafficking or exploitation
 - vii. Is at risk of being radicalised or exploited
 - viii. Is in family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - ix. Is misusing drugs or alcohol
 - x. Has returned home to their family from care
 - xi. Is a privately fostered child
 - xii. Is experiencing poor mental health
- (f) If staff have a concern, they should follow the procedures laid out in this policy and speak to the DSL or deputy at the earliest opportunity. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. It should be clear this is everyone's responsibility.
- (g) All staff should be aware that safeguarding incidents and /or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different form and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- (h) Additionally, the school will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health.
- (i) The Nominated Safeguarding Governor and the Chairman of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities.
- (j) All staff should be aware and alert to all Indicators of abuse and neglect as laid out in Part 1 of Keeping Children Safe in Education Part 1 and Part 5 and Annex A. (included as **Appendix 2**)

3.5.3 Designated Safeguarding Lead

- (a) The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals. For further details about the training of the Designated Safeguarding Lead, see **Appendix 1**. All training will be carried out in accordance with Hertfordshire Safeguarding Children Partnership's procedures. Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training if available.

4 Procedures

4.1 Complaints of abuse

- 4.1.1 Every complaint or suspicion of abuse from within or outside the school will be taken seriously and action taken in accordance with this policy.
- 4.1.2 The child protection training provided to staff considers the types and signs of abuse staff should be aware of. Further details are set out in **Appendix 2** (Annex A of KCSIE and Part 1 and 5 of KCSIE).
- 4.1.3 If a member of staff is concerned that a pupil may be suffering harm, the matter should be referred to the Designated Safeguarding Lead as soon as possible. If a member of staff suspects or hears a complaint of abuse, the procedures set out in **Appendix 5** must be followed. See paragraph 4.3 of this policy and **Appendix 6** for the procedures for dealing with allegations against staff and volunteers.
- 4.1.4 If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.
- 4.1.5 All staff are particularly reminded:
 - (a) Teachers and health and social care professionals must report to the police cases where they discover that an act of female genital mutilation appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve Children's Services care as appropriate.
 - (b) Normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

4.2 Action by the Designated Safeguarding Lead

- 4.2.1 On being notified of a complaint or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:
 - (a) the local inter-agency procedures of the Hertfordshire Safeguarding Children Partnership;
 - (b) where relevant, local information sharing protocols relating to Channel referrals;
 - (c) the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence, including the identification of someone who may already be engaged in illegal terrorist-related activity, will always be referred to Children's Services and, if appropriate, the police;
 - (d) the child's wishes or feelings; and
 - (e) duties of confidentiality, so far as applicable.
- 4.2.2 Options will then include managing any support for the pupil internally via the school's pastoral support systems, an early help assessment or referral for statutory services
- 4.2.3 If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with Hertfordshire Safeguarding Children Partnership on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to Hertfordshire Safeguarding Children Partnership will be made without delay (and in any event within 24 hours).
- 4.2.4 If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to Children's Services within 24 hours. If no

response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact Hertfordshire Safeguarding Children Partnership again.

4.2.5 In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Designated Safeguarding Lead will liaise with Hertfordshire Safeguarding Children Partnership and where appropriate an inter-agency assessment will take place, including use of Early Help around the decisions to seek such support for a pupil will be taken in consultation with parents unless there are reasonable grounds for suspecting that in doing so, the pupil will be at risk of significant harm.

4.2.6 Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

4.3 Dealing with allegations against staff (including supply staff), Governors and volunteers

4.3.1 The School's procedures for dealing with allegations against staff (including supply staff), Governors and volunteers who work with children that address both the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations must be followed. These procedures are set out in **Appendix 6** and follow Part 4 of Keeping Children Safe in Education September 2020.

4.3.2 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (designated officer(s)). The designated officer(s) will be informed immediately and in any event within one working day of all allegations against staff, Governors and volunteers that come to the school's attention and appear to meet the criteria set out in paragraph 1 of Appendix 5.

4.3.3 Early Years Foundation Stage (EYFS)

(a) The school will inform Ofsted of any allegations of serious harm or abuse by any person living or working with or looking after children in the EYFS setting (Nursery and Reception) (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

(b) These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

4.3.4 Detailed guidance is given to staff, supply staff and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the **Staff Code of Conduct and Safe Working Practice Policy** and includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

4.3.5 Staff, supply staff and volunteers should also feel able to follow the school's separate **Whistleblowing Policy** to raise concerns about poor or unsafe safeguarding practices at the school, potential failures by the school or its staff to properly safeguard the welfare of pupils or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children.

4.3.6 Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at – [Advice on whistleblowing](#)
- [The NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and Email: help@nspcc.org.uk

4.4 Allegations against pupils

4.4.1 All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying and prejudice based bullying (including girls whom are transitioning);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse;
- Sexting (also known as youth produced sexual imagery);
- Initiating/hazing type violence and rituals;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse which should never be tolerated or passed off as 'banter' or 'Just having a laugh' or 'part of growing up'. Also see **Appendix 2 Types and Signs of abuse and neglect** and **Appendix 4 School policy and procedures for dealing with instances of sexting** and section 3 of this policy Duty of Staff, governors and volunteers

4.4.2 Allegations against pupils should be reported in accordance with the procedures set out in this Policy. An incident will be treated as a child protection concern if there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's Behaviour and Exclusions policies will apply.

4.4.3 The school will take advice from Hertfordshire Safeguarding Children Partnership on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

4.4.4 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of Children's Services, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

4.4.5 Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed.

4.4.6 All staff, but especially the Designated Safeguarding Lead should be considering the context within which such incidents and behaviours occur. This is known as contextual safeguarding, which simply means assessments of children could consider whether wider environmental factors are present in a child's life that are a threat to their safety and welfare.

4.5 Missing child and children missing from education procedures

4.5.1 Missing Child

- (a) All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.
- (b) Please see the school's separate **Missing Child Policy** for further details.

4.5.2 Children Missing from Education

- (a) The school shall inform the applicable local authority (within which the pupil resides when not at the school) of any pupil who is going to be deleted from the admissions register:
 - i. where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his/her age, ability and aptitude otherwise than at school.
 - ii. except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he/she has been registered as a pupil at another school.
 - iii. where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he/she has ceased to attend the school and the proprietor of any other school at which he/she is registered has given consent to the deletion.
 - iv. in a case not falling within sub-paragraph (a) of this paragraph, that he/she has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
 - v. Except in the case of a boarder, he/she has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he/she is registered.
 - vi. in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that —
 - 1. the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;
 - 2. the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
 - 3. the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.

vii. that he/she is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.

viii. that he/she has been continuously absent from the school for a period of not less than twenty school days and —

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended in 2016

1. at no time was his/her absence during that period authorised by the proprietor in accordance with regulation 6(2);
2. the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
3. the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.

ix. that he/she is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.

x. that the pupil has died.

xi. that the pupil will cease to be of compulsory school age before the school next meets and—

1. the relevant person has indicated that the pupil will cease to attend the school; or
2. the pupil does not meet the academic entry requirements for admission to the school's sixth form.

xii. in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he/she has ceased to be a pupil of the school.

xiii. that he/she has been permanently excluded from the school.

xiv. where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.

xv. where—

1. the pupil is a boarder at a maintained school or an Academy;
2. charges for board and lodging are payable by the parent of the pupil; and
3. those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

4.6 Informing parents

4.6.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Head, the designated officer, Children's Services and / or the police before discussing details with parents.

- 4.6.2 In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.
- 4.6.3 See also section 3 of **Appendix 6** for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Head.

5 Secure school premises

- 5.1 The school will take all practicable steps to ensure that school premises are as secure as circumstances permit.
- 5.2 The school keeps a record of all visitors. All visitors must sign in on arrival and sign out on departure and are the responsibility of an identified member of staff at all times whilst on school premises. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the school premises.
- 5.3 The school's policy on the use of mobile phones and cameras in the school, including the EYFS setting, is as follows:
- 5.3.1 The school's **Online Safety Policy** sets out the expectations on pupils from Reception to Year 11. In the EYFS setting, pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises.
- 5.3.2 Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the staff **Code of Conduct and Safe Working Practice Policy**, the **Online Safety Policy** and the **Image Authorisation Policy**. The use of mobile phones and cameras is prohibited in the Early Years Setting at all times. Photographs should only be taken on school equipment unless prior permission has been sought from the DSL and images used and stored according to our **Image Authorisation Policy** and **Privacy Notice**.
- 5.3.3 Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful. The use of mobile phones and cameras is prohibited in the Early Years setting at all times.
- 5.3.4 The school network is monitored all the time and filters are in place. Where filters raise suspicion over key words, they are investigated immediately. Weekly spot checks take place and monthly reports are produced and usage investigated,

6 Confidentiality and information sharing

- 6.1 The school will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The school will co-operate with police and Children's Services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working together to safeguard children 2018 (updated April 2019), Revised Prevent Duty Guidance for England and Wales 2015 (updated April 2019) and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015).

- 6.2 Where allegations have been made against staff, the school will consult with the designated officer and, where appropriate, the police and Children's Services to agree the information that should be disclosed and to whom.

7 Monitoring and review

- 7.1 The Designated Safeguarding Lead will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary. The Designated Safeguarding Lead will update the Senior Leadership Team regularly on the operation of the school's safeguarding arrangements. The Designated Safeguarding Lead has a termly Safeguarding review meeting with the Nominated Safeguarding Governor.
- 7.2 Any child protection incidents at the school will be followed by a review of these procedures by the Designated Safeguarding Lead and a report made to the Board of Governors. Where an incident involves a member of staff, the designated officer will assist in this review to determine whether any improvements can be made to the school's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.
- 7.3 The full Board of Governors will undertake an annual review of this Policy and the school's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The Designated Safeguarding Lead will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Board of Governors. The written report should address how the school ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the school and how these have been handled; and the contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters.
- 7.4 The full Board of Governors should also consider independent corroboration, such as inspection of records or feedback from external agencies including the local authority designated officer. The full Board of Governors will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the Board of Governors will be made.

8 Contacts

- 8.1 The details of the designated officer are as follows:

CPSLO Dacorum	01992 555182
School Liaison Admin Support Office	01992 556936
LADO Direct Line and Support Officer	01992 555420

- 8.2 The telephone numbers of the Hertfordshire Children's Services department and other useful agencies are as follows:

Consultation Hub for Child Protection Advice	01438 737511
Children's Services (including out of hours)	0300 123 4043
CAFCASS (Children and Family Court Advisory Support Service)	0300 456 4000
CAMHS (Child and Adolescent Mental Health Service)	0300 7770707
CEOP (Child Exploitation and Online Protection command)	

<https://www.ceop.police.uk/ceop-reporting>

Child Protection and Sexual Crime Unit	0370 496 7622
NSPCC	0800 8005000
Ofsted	0300 1233155
ChildLine	0800 1111
The Police	999
Local police non-emergency contact	101
Family Lives	0808 8002222
Gingerbread	0207 4285400

8.3 The telephone numbers of relevant Prevent partners are as follows:

Channel Police Practitioner	01438 735373
prevent@herts.pnn.police.uk	
Non-emergency DfE advice	020 7340 7264
counter-extremism@education.gsi.gov.uk	

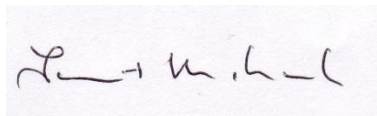
8.4 Contacts for pupils:

Hertfordshire Contact Centre	01992 588757
ChildLine	0800 1111
NSPCC	08088 005000
School counsellor	counsellors@abbotshill.herts.sch.uk
Samaritans	116 123

Signed

Issue Date: September 2020

Review Date: March 2021 or earlier if major change



Janet Mark

Chairman of the Board of Governors

Appendix 1 - The Designated Safeguarding Lead

1. The Designated Safeguarding Lead for the school, including EYFS is Miss E Impett, Deputy Head, Pastoral, who may be contacted on 01442 839121. The Designated Safeguarding Lead is a member of the Executive.

2. The Deputy Designated Safeguarding Leads are:

Mrs M Stephen, Head of Prep who may be contacted on 01442 839118

Mrs S Doyle, Deputy Head who may be contacted on 01442 839131

Mrs J Watkins, Nursery Manager, who may be contacted on 01442 839103

Mrs S Lanchbery, Deputy Nursery Manager, who may be contacted on 01442 839103

Mrs Stephen and Mrs Doyle are also members of the school's Executive.

3. In accordance with **Annex B of Keeping Children Safe in Education September 2020**, the main responsibilities of the Designated Safeguarding Lead (deputies are trained to the same standard as the Designated Safeguarding lead) are to:

3.1 Manage referrals

The Designated Safeguarding Lead is expected to:

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

3.2 Work with others

The Designated Safeguarding Lead is expected to:

- liaise with the Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four of KCSIE 2020) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral staff, school nurse, ICT department, and SENDCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

3.3 Training

The Designated Safeguarding Lead (and any deputies) undergoes training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The Designated Safeguarding Lead has undertaken Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills will be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's service referral arrangements. (see Working Together to Safeguard Children)
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's **Safeguarding and Child Protection Policy** and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

3.4 Raise Awareness

The designated safeguarding lead should:

- ensure the **Safeguarding and Child Protection Policy** is known, understood and used appropriately;
- ensure the **Safeguarding and Child Protection Policy** is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the **Safeguarding and Child Protection Policy** is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school
- link with the Hertfordshire Safeguarding Children Partnership to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

3.5 Child protection file

Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENDCO or the named person with oversight for SEN in colleges.

In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school or college in advance of a

child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

3.6 Availability

During term time the Designated Safeguarding Lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. A safeguarding emergency number is provided for staff to contact the Designated Safeguarding Lead out of normal school hours and holidays.

Appendix 2 – Types and Signs of Abuse and Neglect

Part 1 and Part 5 KCSIE Annex A

KCSIE Part one: Safeguarding information for all staff

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.
2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. All staff have a responsibility to provide a safe environment in which children can learn.
8. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. *Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.*
9. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 41-53. Staff should expect to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. *The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.*

What school and college staff need to know

13. All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:

- child protection policy;
- behaviour policy; *All schools are required to have a behaviour policy (full details are here). If a college chooses to have a behaviour policy it should be provided to staff as described above.*
- staff behaviour policy (sometimes called a code of conduct);
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

14. All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15. All staff should be aware of their local early help process and understand their role in it. *Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.*

16. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. *More information on statutory assessments is included at paragraph 48. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.*

17. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

Early help

18. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is at risk of modern slavery, trafficking or exploitation;
 - is at risk of being radicalised or exploited;
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
 - is misusing drugs or alcohol themselves;
 - has returned home to their family from care; and
 - is a privately fostered child.

Abuse and neglect

19. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).
20. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
21. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the 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 exploitation, criminal exploitation, and serious youth violence.

Indicators of abuse and neglect

22. **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. 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.
23. **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.
24. **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.
25. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 (see paragraph 29).
26. **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.

Safeguarding issues

27. 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, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

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

28. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

Peer on peer abuse

29. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault; (*For more information see Annex A*)
- sexual harassment, (*For more information see Annex A*) such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; (*For more information see Annex A*)
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

30. All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Serious violence

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

32. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and its Criminal exploitation of children and vulnerable adults: county lines guidance. <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines> (For more information see Annex A)

Female Genital Mutilation

33. 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, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details. *Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).*

Mental Health

34. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
35. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
36. 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.
37. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.
38. The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#) Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

Additional information and support

39. Departmental advice [What to Do if You Are Worried a Child is Being Abused- Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

40. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

What school and college staff should do if they have concerns about a child

41. Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
42. If staff have any concerns about a child's welfare, they should act on them immediately. See page 17 for a flow chart setting out the process for staff when they have concerns about a child.
43. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).
44. Options will then include:
- managing any support for the child internally via the school's or college's own pastoral support processes;
 - an early help assessment; *Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of Working Together to Safeguard Children.)* or
 - a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm. *Chapter 1 of Working Together to Safeguard Children sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.*
45. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.
46. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Early help

47. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

48. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

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

49. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

What will the local authority do?

50. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:
- the child requires immediate protection and urgent action is required;
 - the child is in need, and should be assessed under section 17 of the Children Act 1989;
 - there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
 - any services are required by the child and family and what type of services;
 - further specialist assessments are required to help the local authority to decide what further action to take; and

- to see the child as soon as possible if the decision is taken that the referral requires further assessment.
51. The referrer should follow up if this information is not forthcoming.
 52. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).
 53. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

54. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

55. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. *An analysis of serious case reviews can be found at gov.uk/government/publications/analysis-of-serious-case-reviews-2014-to-2017*

Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

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

56. If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:
 - this should be referred to the headteacher or principal;
 - where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and

- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.

Further details can be found in KCSIE Part four

What school or college staff should do if they have concerns about safeguarding practices within the school or college

57. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.
58. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.
59. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
 - general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#) ; and
 - the [NSPCC's what can you do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk .

See Flow Chart Appendix 7 for Action where there are concerns about a child

KCSIE Part five: Child on Child Sexual Violence and Sexual Harassment

267. This part of the guidance is about managing reports of child on child sexual violence and sexual harassment.
268. Governing bodies and proprietors should be aware that the department has published detailed advice to support schools and colleges. The advice is available here: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.

Responding to reports of sexual violence and sexual harassment

269. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.
270. This part of the guidance does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case. The guidance provides effective safeguarding practice and principles for schools and colleges to consider in their decision making process.
271. Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.
272. There is support available for schools and colleges. Paragraph 43 and Annex A in the [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) advice provides information and links to resources.

The immediate response to a report

Responding to the report

273. The school's or college's initial response to a report from a child is important. 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.
274. As per Part one of this guidance, all staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
 - recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses

recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;

- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of [searching, screening and confiscation advice \(for schools\)](#) and [UKCISS sexting advice](#) The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Risk Assessment

275. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:
- the victim, especially their protection and support;
 - the alleged perpetrator; and
 - all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
276. Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.
277. The designated safeguarding lead (or a deputy) should ensure they are engaging with children’s social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The risk assessment at paragraph 275 is not

intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

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

What to consider

278. Schools and colleges should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response. Important considerations will include:
- 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;
 - the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
 - the ages of the children involved;
 - the developmental stages of the children involved;
 - any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
 - if the alleged incident is a one-off or a sustained pattern of abuse;
 - are there ongoing risks to the victim, other children, adult students or school or college staff; and
 - other related issues and wider context. As discussed at paragraph 21.
279. As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
280. The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim.

However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated, reflecting the considerations set out at paragraph 278. The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

Options to manage the report

281. It is important that schools and colleges consider every report on a case-by-case basis as per paragraph 278. When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school or college taking immediate action to safeguard their children, where required. There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the school's or college's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2. Early help

- In line with 1 above, the school or college may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- Full details of the early help process are in Chapter one of [Working Together to Safeguard Children](#)
- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.
- At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 275 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school or college should be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not

appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the designated safeguarding lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

Considering bail conditions

- From April 2017, the use of police bail has been dramatically reduced and will only be used when deemed necessary and proportionate in exceptional circumstances. Consideration will be given to less invasive options to safeguard victims and witnesses and the administration of justice. Therefore, it is less likely that a child attending school or college will be on police bail with conditions attached if there are alternative measures to mitigate any risk.

- In the absence of bail conditions, when there is a criminal investigation, early engagement and joined up working between the school or college, children's social care and the police will be critical to support the victim, alleged perpetrator and other children involved (especially potential witnesses). Where required, advice from the police should be sought in order to help the school or college manage their safeguarding responsibilities.
- The term 'Released Under Investigation' or 'RUI' will replace those previously on bail for offences in circumstances that do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity or in some cases ensuring compliance with an administrative process.
- Where bail is deemed proportionate and necessary, the school or college should work with children's social care and the police to manage any implications and safeguard their children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

Managing any delays in the criminal process

- There may be delays in any case that is being progressed through the criminal justice system. Schools and colleges should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children in the school or college. The risk assessment as per paragraph 275 will help inform any decision.
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.
- If schools or colleges have questions about the investigation, they should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).

The end of the criminal process

- If a child is convicted or receives a caution for a sexual offence, the school or college should update its risk assessment, ensure relevant protections are in place for all the children at the school or college and, if it has not already, consider any suitable action in light of their behaviour policy. If the perpetrator remains in the same school or college as the victim, the school or college should be very clear as to their expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school or college thinks are reasonable and proportionate with regard to the perpetrator's timetable.
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school or college. It will be important that the school or college ensure both the victim and alleged perpetrator remain protected, especially from any bullying or harassment (including online).
- Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school or college should continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not

necessarily mean that it was unfounded. Schools and colleges should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

Ongoing response

Safeguarding and supporting the victim

282. The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. Support can include:
 - Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.
 - Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis [Rape Crisis](#) and The Survivors Trust [The Survivors Trust](#) .
 - Child and adolescent mental health services ([CAMHS](#))
 - [Rape Crisis Centre's](#) can provide therapeutic support for children who have experienced sexual violence.
 - [Internet Watch Foundation](#) (to potentially remove illegal images).

283. Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools and colleges should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs.

The choice of any such adult should be the victim's. Schools and colleges should respect and support this choice.

284. A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw.
285. It may be necessary for schools and colleges to maintain arrangements to protect and support the victim for a long time. Schools and colleges should be prepared for this and should work with children's social care and other agencies as required.
286. It is important that the school or college do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.
287. Whilst they should be given all the necessary support to remain in their school or college, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).
288. It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file. Information sharing advice referenced from paragraphs 82-86- will help support this process.

Ongoing Considerations: Victim and alleged perpetrator sharing classes

Page 33 considered the immediate response to a report. Once the designated safeguarding lead (or a deputy) has decided what the next steps will be in terms of progressing the report, they should consider again the question of the victim and alleged perpetrator sharing classes and sharing space at school or college. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them. It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools and colleges should follow general safeguarding principles as per this guidance.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from school or college where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator. As per paragraph 281, close liaison with the police is essential where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school or college should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to

remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students)

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.¹⁰¹ Where the perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, schools and colleges should record and be able to justify their decision-making.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. In all cases, schools and colleges should record and be able to justify their decision-making.

All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Safeguarding and supporting the alleged perpetrator

289. The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The school or college will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.
- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file. Information sharing advice referenced from paragraph 82-86 will help support this process.

Annex A Keeping Children Safe in Education

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

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

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

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

Children with family members in prison

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

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and

- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

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

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

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant. The department provide: [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 (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. [National Crime Agency- Modern Slavery and human-trafficking](#). Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

Domestic abuse

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

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

Operation Encompass

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

National Domestic Abuse Helpline

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

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

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

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 in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also

be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government 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](#)

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

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

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section). *Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).*

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 can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. 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 children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#). *Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.*

Forced marriage

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

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

Preventing radicalisation

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

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. *As defined in the Government's Counter Extremism Strategy, <https://www.gov.uk/government/publications/counter-extremism-strategy>*
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. *As defined in the Revised Prevent Duty Guidance for England and Wales,*
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. *As defined in the Terrorism Act 2000 (TACT 2000), <http://www.legislation.gov.uk/ukpga/2000/11/contents>*

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

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

of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

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

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". *According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.*

This duty is known as the Prevent duty. *"Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).*

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders 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). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales that applies to colleges](#).

Channel

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

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

Additional support

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

The Home Office has developed three e-learning modules:

- [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.

Peer on peer/ child on child abuse

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

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

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

referring to sexual violence offences under the Sexual Offences Act 2003 See *Sexual Offences Act 2003* available at Legislation.gov.uk as described below:

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

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

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

What is consent?

It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: <https://www.disrespectnobody.co.uk/consent/what-is-consent/>

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. *PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.* <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. *Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.* <https://www.childnet.com/our-projects/project-deshame>

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

Upskirting <https://www.gov.uk/government/news/upskirting-law-comes-into-force>

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

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse

- What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website

Bullying

- Preventing and Tackling Bullying - DfE advice

- Cyber bullying: advice for headteachers and school staff - DfE advice

Children missing from education, home or care

- Children missing education - DfE statutory guidance
- Child missing from home or care - DfE statutory guidance
- Children and adults missing strategy - Home Office strategy

Children with family members in prison

- National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- Trafficking: safeguarding children - DfE and HO guidance

Drugs

- Drugs: advice for schools – DfE and ACPO advice
- Drug strategy 2017 - Home Office strategy
- Information and advice on drugs - Talk to Frank website
- ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - Website by Mentor UK

“Honour Based Abuse” (so called)

- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance

Health and Well-being

- Fabricated or induced illness: safeguarding children - DfE, DH, HO
- Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
- Medical-conditions: supporting pupils at school - DfE statutory guidance
- Mental health and behaviour - DfE advice

Homelessness

- Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Online (see also Annex C KCSIE)

- Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety

Private fostering

- Private fostering: local authorities - DfE statutory guidance

Radicalisation

- Prevent duty guidance- Home Office guidance
- Prevent duty: additional advice for schools and childcare providers - DfE advice
- Educate Against Hate website - DfE and Home Office advice
- Prevent for FE and Training - Education and Training Foundation (ETF)

Upskirting

- Upskirting know your rights – UK Government

Violence

- Gangs and youth violence: for schools and colleges - Home Office advice
- Ending violence against women and girls 2016-2020 strategy - Home Office strategy
- Violence against women and girls: national statement of expectations for victims - Home Office guidance
- Sexual violence and sexual harassment between children in schools and colleges
- DfE advice
- Serious violence strategy - Home Office Strategy

Appendix 3 - Radicalisation and the Prevent duty

- 3.1 The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.
- 3.2 The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The School is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 3.3 The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:
Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

- 3.4 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing 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. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.
- 3.5 Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:
36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.
51. Example indicators that an individual is engaged with an extremist group, cause or ideology include:
- spending increasing time in the company of other suspected extremists;
 - changing their style of dress or personal appearance to accord with the group;
 - day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
 - loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
 - possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
 - attempts to recruit others to the group/cause/ideology; or
 - communications with others that suggest identification with a group/cause/ideology.
52. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:
- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
 - using insulting or derogatory names or labels for another group;
 - speaking about the imminence of harm from the other group and the importance of action now;
 - expressing attitudes that justify offending on behalf of the group, cause or ideology;
 - condoning or supporting violence or harm towards others; or
 - plotting or conspiring with others.
- 3.6 Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

- 3.7 The DfE's briefing note the use of social media for on-line radicalisation (2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.
- 3.8 Annex A of KCSIE September 2020 contains further information on a range of safeguarding issues.

Appendix 4 - School policy and procedures for dealing with instances of sexting

1. Definition of sexting

1.1 There are a number of definitions of sexting but for the purposes of this policy sexting is simply defined as:

Images or videos generated by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent.

1.2 These images may have been shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

1.3 The making, transmission or soliciting of indecent images of children is a criminal offence and this fact should be borne in mind in any incidents of sexting dealt with by the school. All sexting incidents are a child protection issue and the school's **Safeguarding and Child Protection Policy** and procedures must be followed.

1.4 There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important to apply a consistent approach when dealing with an incident to help staff, the school and the pupil. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. To clarify the problem, a social scientist has created a typology of sexting incidents. This begins with a division into two categories:

1.5 Category One – Experimental

This includes:

1.5.1 **Romantic** - child-generated images sent to another child or young person with whom they are, or wish to be, in a relationship. Although indecent, the primary aim is communication, not wider dissemination of the image or any form of coercion.

1.5.2 **Sexual Attention Seeking** - images are made and sent between or among young people who were not known to be romantic partners, or where one youngster takes pictures and sends them to many others or posts them online, presumably to draw sexual attention.

1.5.3 **Other** - cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

1.6 Category Two – Aggravated

1.6.1 Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of youth-produced sexual images.

This category includes:

1.6.2 Adult offenders develop relationships with and seduce underage teenagers, in criminal sex offences even without the added element of youth-produced images. Victims may be family friends, relatives, community members or contacted via the internet. The youth-produced sexual images generally, but not always, are solicited by the adult offenders.

1.6.3 **Youth Only: Intent to Harm** - These are cases that:

- arise from interpersonal conflict such as break-ups and fights among friends
- involve criminal or abusive conduct such as blackmail, threats or deception
- involve criminal sexual abuse or exploitation by juvenile offenders.

1.6.4 **Youth Only: Reckless Misuse** - No intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result, but the culpability appears somewhat less than in the malicious episodes.

2.0 Procedures and protocols

2.1 If a pupil discloses that they have sent or received indecent photographs or videos of themselves or somebody under 18, the child protection procedures will be followed.

2.2 Because of the diverse nature of sexting incidents, all cases will be dealt with sensitively and with the primary aim of keeping the child safe. Using the definitions above, a judgement will be made about whether or not the matter needs referral to an outside agency. In cases of aggravated sexting, or where an adult is known or thought to be involved, a referral to children services team will always be made.

2.3 If it is suspected that a device in possession of a pupil in school contains indecent images, it will be confiscated.

2.4 If it is deemed necessary to check a phone or other device to see if indecent images are stored on it, the following protocol will be strictly followed.

NB. No member of staff other than the school's Designated Safeguarding Lead may view suspected indecent images on the school premises.

2.4.1 The Designated Safeguarding Lead and one of the Deputy Designated Safeguarding Leads will search the device together, having first notified the Head.

2.4.2 If any images are found, a written report of the content will be made. Under no circumstances will any image be copied to another device, emailed, stored on a disc or printed.

2.4.3 If the decision is made to deal with the incident in school, the pupil's parents will be informed and the pupil will receive support, counselling and advice regarding the making and distribution of indecent images. Normally the aim is to inform and protect the young person. However, a suitable sanction may be imposed. Any other pupils affected by the incident would also receive counselling and guidance.

2.5 In all incidents a record of the incident and actions taken will be kept in the school's child protection records.

Appendix 5 - Guidance for staff and volunteers on suspecting or hearing a complaint of abuse

- 1 Action staff must take
 - 1.1 A member of staff or volunteer suspecting or hearing a complaint of abuse:
 - 1.1.1 must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
 - 1.1.2 must not ask leading questions, i.e. a question which suggests its own answer;
 - 1.1.3 must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action can be taken; and
 - 1.1.4 must keep a sufficient written record of the conversation. The record should include:
 - (a) the date and time;
 - (b) the place of the conversation; and
 - (c) the essence of what was said and done by whom and in whose presence; and must be signed by the person making it, using names and not initials.
 - 1.2 The written record and all other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely and passed on when reporting the matter in accordance with paragraph 1.3 below.
 - 1.3 All suspicions or complaints of abuse must be reported to the Designated Safeguarding Lead as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in **Appendix 6** should be followed.
 - 1.4 If, at any point, there is a risk of immediate serious harm to a child, (Child at Risk) a referral should be made to Children's Services and/or police immediately. Anybody can make a referral. Where referrals are not made by the Designated Safeguarding Lead, one of the Designated Safeguarding Leads should be informed, as soon as possible, that a referral has been made. Staff do not require parental consent for this referral to be made. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration.
 - 1.5 Where there are concerns that there is a Child in Need, staff should act immediately by contacting the DSL and arranging early help, pastoral support or seeking advice from Hertfordshire Safeguarding Children Partnership.

Appendix 6 - Dealing with allegations against members of staff, the Head, Governors or volunteers

1 The School's procedures

- 1.1 The School's procedures for dealing with allegations made against staff will be used where the member of staff, the Head, Governor or volunteer has allegedly:
 - 1.1.1 behaved in a way that has harmed a child, or may have harmed a child;
 - 1.1.2 possibly committed a criminal offence against or related to a child; or
 - 1.1.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.
- 1.2 Any allegations not meeting this criteria will be dealt with in accordance with the Hertfordshire Safeguarding Children Partnership's procedures. Advice from the local authority designated officer will be sought in borderline cases.
- 1.3 All such allegations must be dealt with as a priority without delay.
- 1.4 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2 Reporting an allegation against a member of staff, the Head, Governor or volunteer

- 2.1 Where an allegation or complaint is made against any member of staff or a volunteer, the matter should be reported immediately to the **Designated Safeguarding Lead or Head**, or in their absence to the Nominated Safeguarding Governor. The allegation will be discussed immediately with the local authority designated officer before further action is taken. Where appropriate, the Head will consult with the Designated Safeguarding Lead.
- 2.2 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the **Chair of Governors or the Nominated Safeguarding Governor**, without first notifying the Head. The allegation will be discussed immediately with the local authority designated officer before further action is taken. The Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa. The Chair of Governors, in this instance, can be contacted via the Bursar. Her direct line is 01442 839140.
- 2.3 Where an allegation is made against any Governor, the matter should be reported immediately to the **Chair of Governors or the Nominated Safeguarding Governor**. The allegation will be discussed immediately with the local authority designated officer before further action is taken. Where appropriate, the Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa. The Chair of Governors, in this instance, can be contacted via the Bursar. Her direct line is 01442 839140. Where the allegation is made against the Chair of Governors, the nominated Safeguarding Governor should be contacted via the Bursar 01442 839140
- 2.4 If it is not possible to report to the Head or Chair of Governors or Nominated Safeguarding Governor in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead or, if he / she is unavailable, one of the Deputy Designated Safeguarding Leads. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors and the Nominated Safeguarding Governor.

- 2.5 The person taking action in accordance with the procedures in this Appendix is known as the "case manager".

3 Disclosure of information

- 3.1 The case manager will inform the accused person of the allegation as soon as possible after the local authority designated officer has been consulted.
- 3.2 The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
- 3.3 Where the local authority designated officer advises that a strategy discussion is needed, or the police or Children's Services need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Further action to be taken by the School

- 4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The school will take action in accordance with Part four of Keeping Children Safe in Education September 2020 and the School's employment procedures.

5 Ceasing to use staff

- 5.1 If the school ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Board of Governors without delay.
- 5.2 If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the school in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.
- 5.3 Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the Teaching Regulation Agency should be made.
- 5.4 Early Years Foundation Stage (EYFS)
- 5.4.1 The School will inform Ofsted of any allegations of serious harm or abuse by any person living or working with children or looking after children on the premises of Abbot's Hill School (whether that allegation relates to harm or abuse committed on

the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

5.4.2 These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

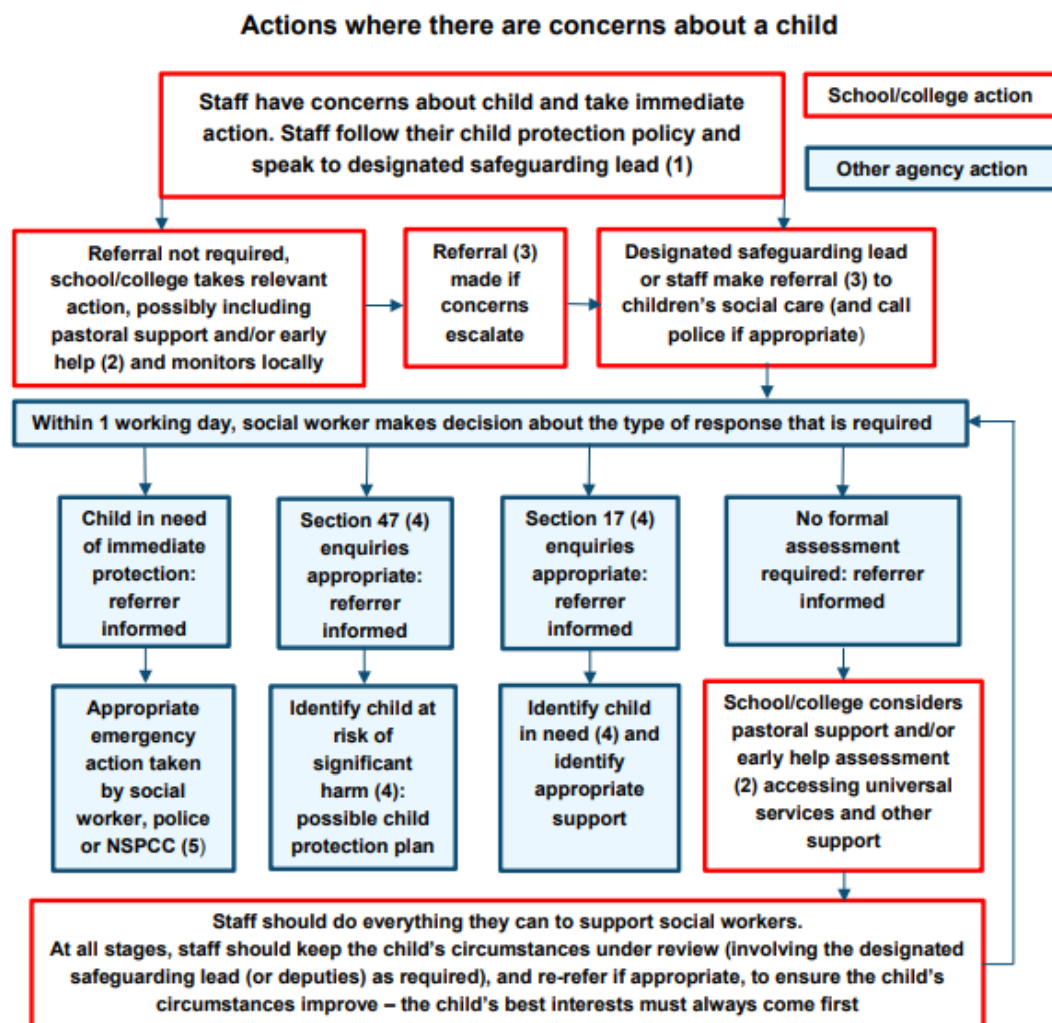
6 Unsubstantiated, false, unfounded or malicious allegations

- 6.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the school's **Behaviour Policy**.
- 6.2 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.
- 6.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

7 Record keeping

- 7.1 Details of allegations found to be malicious will be removed from personnel records.
- 7.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal pension age or for a period of ten years from the date of the allegation, if this is longer.
- 7.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with Keeping Children Safe in Education September 2020, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

Appendix 7 – Actions where there are concerns about a child



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

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

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

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

Appendix 8 KCSIE – Which sections should I read and understand

Part 1	Safeguarding information for all staff	All Staff (included in Appendix 2 of policy)
Part 2	The management of safeguarding	Governors, Head, SMT, School Nurse, DSL and Deputy DSL, SENDCo
Part 3	Safer recruitment	HR, SMT and Head (and any staff involved in interviewing candidates)
Part 4	Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers.	Governors, HR, Head and SMT
Part 5	Child on Child Sexual Violence and Sexual Harassment	All staff in direct contact with pupils (included in Appendix 2 of policy)
Annex A	Further safeguarding information	All staff in direct contact with pupils (included in Appendix 2 of policy)
Annex B	Role of the designated safeguarding lead	DSL, deputy DSL, Safeguarding Governor, HR
Annex C	Online safety	Network Manager, Head of PSHCEE, Subject Co-Ordinator – Computing and Digital Learning, Head of ICT, DSL and Deputy DSL's
Annex D	Boarding schools, residential special schools, residential colleges and children's homes	N/A
Annex E	Host families - homestay during exchange visits	SMT, Trip leaders if applicable and Educational Visit Co-ordinator
Annex F	Statutory guidance - Regulated activity (children) - Supervision of activity with children which is regulated activity when unsupervised	SMT, Educational Visits Coordinator, Trip leaders if applicable
Annex G	Disclosure and Barring Service checks	HR
Annex H	Table of substantive changes from KSCIE September 2019	DSL and Deputy DSL, Safeguarding Governor

Appendix 9 Response to COVID-19

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the school's **Safeguarding and Child Protection Policy** is fundamentally the same: children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.

This appendix sets out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

The current school position and local advice

Normal Safeguarding procedures are in place and this appendix will be updated if the local advice changes.

Reporting arrangements

The school arrangements continue in line with our **Safeguarding and Child Protection Policy**
The Designated Safeguarding Lead is: E Impett 07701 009325 eimpett@abbotshill.herts.sch.uk
The Deputy DSLs are: S Doyle: sdoyle@abbotshill.herts.sch.uk
M Stephen: mstephen@abbotshill.herts.sch.uk and J Watkins: JWatkins@abbotshill.herts.sch.uk

The school's approach ensures the DSL or a deputy is always on site while the school is open. In the unusual circumstance this is not possible the DSL or Deputy DSL will be contactable and the Head or a member of the Executive will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DSL or Deputy DSL.

Staff will continue to follow the **Safeguarding and Child Protection Policy** and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's Services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority.

Identifying vulnerability

We have undertaken a scoping exercise to identify the most vulnerable children.

We have put in place specific arrangements in respect of the following groups:

- Looked After Children – N/A
- Previously Looked After Children – N/A
- Children subject to a child protection plan – N/A
- Children who have, or have previously had, a social worker. There is an expectation that children with a social worker must attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.

- Children with an EHCP – N/A
- Children on the edge of social care involvement or pending allocation of a social worker – A plan will be drawn up by the DSL to meet the individual needs of the child. This will be recorded on a Pastoral Action Plan. Where required these children will be offered a place at school
- Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. These children can be offered care at school if required.

Holiday arrangements

The school will continue to review provision for children outside of term time.

Attendance

The school is following the attendance guidance issued by the government. Where a vulnerable child is expected and does not arrive at the school, the school will follow its attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent but if necessary will arrange a home visit by the school or another appropriate agency. A risk assessment will be undertaken to consider how to manage the implications of COVID-19 alongside other risks perceived to and by the child. The risk of COVID-19 does not override the duty on the school to ensure children and young people are safe.

Staff will be aware of increased risk

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home including recognising the impact of online learning – see below. Staff will be aware of the mental health of both children and their parents and carers, and must inform the DSL about any concerns.

Peer on peer abuse

We recognise the potential for abuse to occur between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age or developmental stages, who are attending school as an interim measure.

Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school's premises.

The school continues to ensure appropriate filters and monitors are in place. Our governing body will review arrangements to ensure they remain appropriate. The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium. We have reviewed our Online Safety Policy and updated the Acceptable Use Agreements accordingly. The section below has been added to the staff AUA.

Staff Protocol for using video conferencing and chat facilities

- Consent must be obtained in advance from parents and pupils via a Google form. AHS will inform you of pupils who do not have permission to be seen.
- All contact must be made using school email addresses and accounts.
- All face-to-face sessions should take place during school hours and during your normal timetabled/scheduled lesson.
- Teachers need to consider and be sensitive to the needs of individual pupils, and those who may be sensitive to certain topics or issues that may arise.
- Teachers must ensure that pupils have left the meeting before they close it.
- There must be a minimum of 3 pupils in each face-to-face interaction, unless permission is received from SMT and parents.
- Video conferencing and chat should only take place between 8.15am – 4.30pm
- Scheduled meeting links should be posted on the Google Classroom and teachers should make it clear that pupils are expected to check in.
- Teachers should be appropriately dressed.
- Teachers should keep a record of attendance.
- Teachers should communicate with SMT should any interactions not be appropriate or conducive to learning.

Staff have read the 20 safeguarding considerations for live-streaming prior to delivering any live-streamed sessions. Safe Lessons by Video and Livestream.

Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, Childline, the UK Safer Internet Centre and CEOP.

Parents and carers have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school their child is going to be interacting with online.

Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the DSL.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority - these remain unchanged.

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in

line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk

New staff or volunteers

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school **Safeguarding and Child Protection Policy, the Behaviour Policy, the Whistleblowing Policy** and the Code of Conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I, Part 5 and Annex A of Keeping Children Safe in Education (**Appendix 2** of this policy) , and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures during lockdown will still be maintained:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and available in all circumstances to protect the children.
- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with DBS guidance.
- When undertaking ID checks on documents for the DBS it is reasonable to initially check these documents online through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by the School Office of who is working in the school each day.

New children at the school

Where children join our school from other settings we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely before the child begins at our school and a call is made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstances this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head. Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

Safeguarding and Child Protection Declaration

I confirm that I have read and understood:

- Part 1 and part 5 of Keeping Children Safe in Education September 2020
- Annex A of Keeping Children Safe in Education September 2020
- The information contained in the **Safeguarding and Child Protection Policy**

I confirm that I will follow this guidance, and

I confirm that I will ask for more information from the Designated Safeguarding Lead if I have any questions, or do not understand anything.

I am aware that a signed copy of this declaration will be placed in the Safeguarding training file.

In my role as

I can confirm I have read the following sections of KCSIE September 2020

.....
.....
.....

Signature

Name

(Block Capitals)

Date